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ABSTRACT

The Indian Resource Development and Internship (IRDI) Program marked its seventh year by continuing to assist Indian tribes in developing a managerial, professional, and scientific corps of American Indians through college academic education and related practical work experience. Participants attended universities and pursued majors of their choice, considering tribal needs and individual interests. Following the introduction and a brief history of IRDI, the 1981-82 annual report covers: transition to a new leadership (permanent staff and program); recruitment of Indian high school and college (undergraduate and graduate) students; student services (financial aid information, retention, tutoring and counseling, etc.); work experience through part-time, work study, summer jobs, internships, co-op assignments, and employment assistance; student seminars (high school orientation and business seminar), and adult seminars (Indian women's professional advancement, real property seminar), and agricultural and economic development activities). Other topics of the report include: program support from Trust and Real Property Management, College of Engineering, Native American Engineering Program, institutions, tribes, and organizations; institute development (history, strategy, support, and future); advisory committees; New Mexico 1982-83 legislation; and proposal to the W. K. Kellogg Foundation. Numerous appendices include examples of letters, job descriptions, lists of participants, etc. (AH)

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INDIAN RESOURCE DEVELOPMENT AND INTERNSHIP PROGRAM

ANNUAL REPORT 1981 - 1982

New Mexico State University

Las Cruces, New Mexico

RC 014 212

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INDIAN RESOURCE DEVELOPMENT AND INTERNSHIP

ANNUAL REPORT 1981 - 1982

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I. Introduction

The Indian Resource Development and Internship (IRDI) program was established to assist Indian Tribes to gain effective control and management of the development of their natural resources. However, current Tribal efforts at natural resource development are hampered by the lack of educated and experienced Indian people to fill technical and management positions. Because there is such a need for Indian people with natural resource related education, IRDI recruits Indian students into natural resource related majors and assists them in completing their degree at the undergraduate and graduate level. Upon graduation these Indian people have excellent job opportunities.

IRDI encourages American Indian students to attend the college of their choice and major in geosciences, physical sciences, engineering, computer science, agriculture, veterinary medicine, economics, statistics, management, business or a related field. Headquartered at New Mexico State University, IRDI operates throughout the Southwest. To be eligible for the program a student must be an American Indian in high school, college or graduate school with a grade point average of 2.5 or higher in one of the majors listed above.

History

The IRDI program began with two Navajo women students in the NMSU College of Agriculture. In the beginning we had very little idea what shape the program would take, nor the rapidity with which it would develop. The program began from an idea of Dr. William D. Gorman that there was a tremendous need for resource educated and experienced Indian people. He believed adequate development of Indian lands would not take place until a cadre of Indian managers, scientists and technicians was educated in the appropriate fields and had obtained the necessary practical experience. The Navajo Tribe agreed and offered initial funding for Navajo students in 1975. The first program recruits were from Navajo students already in colleges in the Southwest. Contact was made with universities in the area with Navajo students in attendance. Responses from universities and students were outstanding. Eleven students took major-related work experience assignments the first summer. These were primarily in agricultural sciences and management of commercial farms in California and Washington. The program could never have grown so rapidly and in so many positive directions without the strong support of Indian Tribes, Indian students, universities, colleges, high schools, companies, Federal agencies, and State agencies.

The W.K. Kellogg Foundation was impressed with the program's objectives and possibilities and approved a three-year grant beginning in April, 1976. The program expanded rapidly in numbers of participants and interest. The New Mexico State Legislature provided funds for the program in 1977, and assistance was extended to all Indian Tribes and members in New Mexico. In 1979 the Four Corners Regional Commission approved a grant for two years extending program benefits to all Tribes and members in the region including the states of Arizona, Colorado, New Mexico, Nevada and Utah. The same year the W.K. Kellogg Foundation approved a new three-year grant.

Due to numerous requests from interested parties, IRDI found itself in the position of receiving requests for assistance from states outside the Southwest. To determine nationwide interest and support, a meeting of land grant universities in states with Indian population and resources was called in Denver, Colorado, in February, 1980. The assembled land grant universities considered the establishment of Indian Resource Institutes. Section IX of this report is devoted to further discussion of the Indian Resource Institutes.

II. Transition

Permanent Staff

The 1981-1982 school year was a unique one for IRDI operations. During the period of operation described above, IRDI activities were coordinated by the Program Director, Mr. Russel E. Kilgore, and Professor William D. Gorman of Agricultural Economics and Agricultural Business. Under their leadership, IRDI grew from a modest beginning to providing a broad range of assistance to Indian students throughout the Southwest in natural resource management and development.

The school year 1981-1982 marked a transition with the retirement of Mr. Kilgore from the leadership role. Both he and Professor Gorman had committed themselves to turning the program operation and management over to qualified Indian people. This transition was a logical growth and development of the program. With the goal of the program to effectively train Indian managers, it was an achievement to have the program managed by Indians.

Thus, in the summer of 1981 the search for a new Director for IRDI began. A nationwide job announcement was issued on July 25, 1981. [See Appendix 1 for copy.] The program received over 35 applicants with varying skills from various Tribes across the nation. A selection committee composed of the NMSU Deans of the Colleges of Agriculture and Home Economics, Business and Economics, and Engineering reviewed the candidates and interviewed several of the top applicants. The process was time consuming but thorough.

In April of 1982 Kathryn Harris Tijerina was selected as Director. Kathryn Tijerina has a B.A. magna cum laude from Harvard and a Doctor of Jurisprudence degree from Stanford School of Law, where she concentrated in Federal Indian law. Mrs. Tijerina is an enrolled member of the Comanche Indian Tribe and was born and raised in Comanche country in southwestern Oklahoma. In addition to a lifetime's involvement in Indian affairs, she had had over seven years of professional experience in Indian resource development. First as an attorney for the core staff of the American Indian Policy Review Committee of a Joint Commission of the U.S. Congress, Mrs. Tijerina went on to become counsel for the Senate Indian Affairs Committee. Most recently, she served with the Indian Affairs Office of the U.S. Department of Energy.

Upon assuming the responsibility for the program on May 7, 1982, Kathryn Tijerina reviewed the staffing requirements for the office. Mrs. Tijerina, after analyzing the needed activities, began to put together a permanent and professional staff.

Mrs. Marjorie Burr was selected to provide the secretarial and support services for the program. A mature woman with strong roots in the community, Mrs. Burr has a B.A. from Oberlin College (Phi Beta Kappa) and M.A.s from Johns Hopkins University and NMSU. Mrs. Burr acts as an office manager and assists in supervising several Indian students on work-study assigned to various phases of the program.

With the immediate problem of support services solved, Director Tijerina proceeded rapidly to fill the remaining professional position, Program Coordinator. Two temporary employees, Jean Chaudhuri and Rene'

Cochise, held positions which expired in June of 1982. A new position description was derived from the key elements of their positions and a position announcement was sent nationwide.

Of the over 30 applicants for the Program Coordinator's position, C. Lance Lujan was selected. Lance Lujan has a B.S. in Education from Emporia State College of Kansas and has more than 12 years of top level experience in Indian education and resource development. From the Taos Pueblo of New Mexico and Kiowa Tribe in Oklahoma, he brings valuable new skills as the newest member of the IRDI team. Prior to joining IRDI, Mr. Lujan was the Director of Educational Services at the Institute for the Development of Indian Law (IDIL). Earlier, among his many duties with the National Education Association (NEA), he served as liaison between the Indian education community and other relevant groups. Mr. Lujan has designed and conducted workshops for Tribal leaders across the country in areas such as oil and gas leasing and water resources. The selection of Mr. Lujan completed the transition to a permanent staff with all of the professional slots being filled by Indians.

Although the staff transitions have constituted major changes, Mr. Kilgore, while retired, will continue to provide advice and the knowledge of his past experience with the program. Professor Gorman will also be available for suggestions and support to the program and will concentrate his efforts on obtaining funds to provide technology transfer and research on Indian natural resource development.

Program

The normal program routine continued. Important projects such as the Sixth Annual American Indian High School Student Orientation was conducted.

[See Section VI on Student Seminars for further details.] On the other hand, a new activity, Indian Women's Professional Development and Advancement, was initiated during the year, and the first Indian Women's Symposium was held. [See Section VII on Adult Seminars for further details.]

The New Mexico Legislature approved $210,000 for 1982-1983 (July 1, 1982, to June 30, 1983). The W.K. Kellogg Foundation authorized use of carry-over funds (about $28,000) from the 1981-1982 program for use in 1982. The program has presented a proposal to the W.K. Kellogg Foundation requesting $400,000 for a three-year period.

In the last two months of the fiscal year, the new Director reported for duty and began the arduous task of becoming familiar with the program objectives, functions and procedures. The task was time consuming but rewarding. Based on this work and the new expertise of the professional staff, the program is gathering momentum and substance. Additional attention is being paid to accountability, documenting and evaluating the IRDI successes, and devising the most cost effective way to use program funds for the benefit of the greatest number of Indian students and Tribes.

The following sections describe the highlights of program activity in the 1981-1982 school year.

III. Recruitment

Recruitment of student program participants remains one of the primary program features. Recruitment activities relate to most other program activities which become recruitment devices.

Recruitment of Indian High School Students

The earlier students become knowledgeable and interested in the program, the earlier reliable information, advice, guidance and assistance may be shared with them. Therefore, recruitment of Indian high school students into college and into natural resource majors is an IRDI priority. The primary method of high school recruitment is to travel to selected high schools with a high population of Indian students. Working with the high school counselors, teachers, Indian clubs and IRDI student representatives, we set up presentations for the Indian students.

During these IRDI presentations, in addition to describing the program, Indian students were encouraged to make use of the various opportunities in the natural resource related fields. Indian students were encouraged to take the needed science and math courses in high school to avoid remedial work when they get in college. The presentations covered program activities, opportunities, careers, college majors, Tribal employment needs and participant requirements.

As part of IRDI's recruitment effort the Indian high school students were offered opportunities to complete program applications specifically developed for high school students, which list information for later use to better assist the student. Applications are filed by the year students plan to graduate from high school and enter college. Regular contact is maintained with future participants by phone, correspondence and personal contact. An example of a letter from a high school student requesting information is in Appendix 2.

With a limited IRDI staff, use of a standard speech format for presentations was developed. It enhances the number of presentations on behalf of IRDI for wide coverage in many states. Many IRDI representatives, Tribal members, faculty and counselors assist by making IRDI presentations, providing brochures, applications and other information in their localities. [See Appendix 3 for the standard format.]

IRDI staff and IRDI representatives made presentations to all of the New Mexico high schools with large Indian student populations in 1981-1982. These outreach visits included 42 New Mexico high schools with over 3,000 Indian students. IRDI presentations were also made in many high schools in Arizona, Colorado and Utah and some high schools in California and Oklahoma. In all, it is estimated that 103 presentations were made in 1981-1982. Two examples of presentations which were well received were at the Prescott High School in Arizona and the Rough Rock High School on the Navajo reservation.

In addition to outreach and presentations at the high schools, one of the most valuable tools in the IRDI program for high school recruitment is the annual American Indian High School Student Orientation Program at New Mexico State University which began in the summer of 1977. The Orientation has remained one of the most popular program features. [For more information on the Orientation see the 1982 Report on the Sixth Annual American Indian High School Student Orientation Program and Section VI of this report.]

College Recruitment

Undergraduate

Recruitment of Indian college students has followed several avenues. These include: 1) program presentations to college students at various universities and colleges; 2) program presentations to Indian Tribes and communities; 3) correspondence and phone calls to prospective applicants; 4) referrals from others; 5) use of seminars, demonstrations and field trips as recruiting techniques; and 6) contacts, conferences and meetings as recruiting tools.

Program presentations to and for college students are quite similar to those for high school students but adjusted to the college student's new situation. College presentations are more focused on career objectives, the natural resource majors and work experience opportunities.

As students become interested in natural resources it is necessary to motivate them to ahcieve goals in college and on the job. Presentations were made to assist students' achievement. Pointers included decision making on the part of the student, motivation for competitive rather than group actions, planning steps to meet goals, using time effectively on a priority basis for study, work and recreation. The critical factors conveyed are motivation to study hard, work, plan and use time properly. The necessary preparation for college majors and career opportunities are discussed. In considering life goals students were urged by Mr. Kilgore to consider things they like to do and in which they excel. Students were urged to be timely and apply early for admissions, entrance tests, dormitory space, financial assistance, and to get books early. It is noted that parents, family, friends, teachers, counselors, Tribal leaders, business and religious people are often helpful to Indian students seeking assistance. Confidence is expressed in Indian students and their abilities. An attempt is made during the presentation to expound on present world conditions and the way Indian students can prepare to take their place. Mr. Kilgore points out the present state of the world in advanced communications, computers, electronics, mechanics, and competition.

Recruiting is very time consuming and must be well organized to be efficient and cost effective. IRDI's extensive recruitment efforts include presentation trips, use of high volume correspondence and maximum phone use. Use and conservation of time have been important elements. Staff have been limited in the past to the Program Director, a secretary, part-time student assistants and program representatives.

Use of the mail is an effective recruitment technique. IRDI has standard form letters, brochures and pamphlets which are sent in reply to requests for information. These are adjusted to answer additional questions raised. Applications and program brochures are enclosed in each mailing for the recipient and other interested parties. This process, along with information, brochures and applications supplied to program representatives, Indian Tribes, colleges and high schools, provides a regular source of applicants and requests for more information.

Much of the program's success has been related to IRDI's care in responding to requests for program information, presentations, accepting and returning phone calls, and showing genuine interest, concern and respect for Indian students. Many students have indicated this is the first time they have been shown respect and had confidence expressed in them. IRDI is cognizant that the building process must proceed on a solid basis, and that changes in Indian students' attitudes and concepts come about gradually. Indian students are still confronted with the adverse conditions they have faced much of their lives. Once trust is established the doors to opportunity begin to open.

To do effective college recruitment, successful contact and cooperation must be maintained with the universities and colleges in the Southwest. With appropriated funds from the State of New Mexico, IRDI has worked with the University of New Mexico, New Mexico State University (including UNM and NMSU branches), New Mexico Institute of Mining and Technology, Northern New Mexico Community College, Eastern New Mexico University, Western New Mexico University, Navajo Community College at Shiprock, San Juan Community College at Farmington, and other higher education institutions in the state of New Mexico. With the assistance of the W.K. Kellogg Foundation, in 1981-1982 IRDI had site visits, presentations, phone contact or correspondence with, among others, the following universities:

Arizona
- Arizona State University
- Northern Arizona University
- Northland Pioneer College and Branches
- University of Arizona
- Yavapai College
- 15 Community Colleges with Indian Students in Attendance

Colorado
- Colorado State University
- Fort Lewis College
- University of Colorado

Nevada
- University of Nevada at Las Vegas
- University of Nevada at Reno
- Community Colleges with Indian Students in Attendance

Utah
- Brigham Young University
- Southern Utah State College
- University of Utah
- Utah State University
- Weber State College

and some contact with:

- California
  - Long Beach State College
- Idaho
  - Idaho State University
  - University of Idaho
- Kansas
  - Haskell Indian Junior College
- Mississippi
  - Mississippi State University
- Montana
  - Montana State University
  - University of Montana
- North Dakota
  - University of North Dakota
- Oklahoma
  - Central State University
  - Murray State College
  - Northeastern State University
  - Oklahoma State University
  - Oklahoma University for Arts and Sciences
  - Oscar Rose Junior College
  - Southwestern Oklahoma Junior College
  - University of Oklahoma
- Texas
  - Pan American University
- Washington
  - Eastern Washington University
  - Washinton State University
- Wisconsin
  - University of Wisconsin

In all, IRDI has maintained contact with over 60 universities and colleges as part of its recruitment effort.

As well as IRDI-sponsored site visits and presentations for recruiting, we also take advantage of opportunities to speak or conduct workshops at non-IRDI meetings which have significant Indian participation. IRDI is thus able to greatly expand its audience and increase its recruitment effort. One example of such meetings was Mr. Kilgore's presentation to the second anniversary of the Navajo Skills Center and Job Opportunity Fair in July of 1981. The day-long Job Fair was conducted at Crownpoint, New Mexico, and attended by several hundred Tribal members and officials. Representatives from several employers were also in attendance. [See Appendix 4 for the thank you letter to IRDI.]

Another example was the "Navajo Bar-B-Que" for NMSU students in April, 1982. The Navajo Higher Education Department scheduled a series of campus meeting with Navajo college students during the spring of 1982. The meetings included barbecues at major universities and colleges attended by Navajo students. The spring barbecues were a continuing effort on the part of the Tribe to keep in close contact with college students. Presentations were made by Tribal leaders and higher education officials, and a question and answer period permitted students to raise questions on issues such as financial aid for college attendance.

The barbecue at New Mexico State University was scheduled during Indian Week, with over 150 Navajo college students, university and Tribal officials in attendance. Members of the American Indian Program and IRDI staff, and Mrs. Elaine Benally, a member of the Navajo Tribe and Information Specialist for the Education Resource Information Center--Clearing House on Rural Education and Small Schools (ERIC/CRESS) assisted the Tribe in arranging and conducting the very successful meeting. Mrs. Benally and other professional Indians in the university community have contributed greatly to the success of the IRDI program as a liaison with the Indian student community and their Tribes.

The Navajo Tribe, Higher Education Committee and Department are to be commended for their strong efforts on higher education for Tribal members. Indian leaders of the Navajo Tribe attending were: Vice Chairman Frank E. Paul; Associate Director, Navajo Energy Department and Member of the Tribal Education Committee, Gilbert Harrison; and Deputy of Higher Education Department, Leroy Harrison. As a part of the ceremony, Program Director of IRDI, Russel E. Kilgore, was presented a plaque for Distinguished Service to the Navajo Nation, "Given for the Advancement of Higher Education in Providing for Cooperative Endeavors between the Navajo Nation and the New Mexico State University." [See Appendix 5 for the invitation.]

Arizona universities and colleges sponsored the Native American College Convention at the Arizona State University April 15, 16 and 17, 1982, which is a third example of college presentations by IRDI. The convention was designed for Arizona Indian high school and college students. This is an excellent example of cooperation by many organizations to provide information, guidance and assistance to Indian students. [See Appendix 6 for invitation and announcement of the Convention by Chairperson Millie Arviso, letter of acceptance by the IRDI Program Director, and copy of the agenda and speakers list.]

Graduate Student Recruitment

As more Indian students begin to receive bachelors degrees, interest in advanced degrees increases. IRDI recognized the need for more Indian graduates with masters and Ph.D. degrees and began encouraging interested undergraduate Indian students to consider advanced degrees. IRDI also made contact with program participant graduates, those preparing for graduation, and other known college graduates to determine their interest and suggest possible graduate degree programs and opportunities. Graduate financial assistance was a focus of IRDI's efforts to convey financial aid information. In Appendix 7 is an example of a letter received from an IRDI participant, Jerry Gilmore, who graduated in agricultural economics from Brigham Young University in Provo, Utah.

Indian Tribes, companies, Federal agencies, State agencies, universities and relevant programs were apprised of the possibilities for Indian graduate education, and their assistance was requested. Response from Indian graduate students has been excellent, with a number of Indians entering graduate study. Some have received masters degrees and are proceeding on to jobs or Ph.D. study. A partial list of IRDI participants who have graduated is included in Appendix 8. The graduate recruitment effort was increased in 1981-1982, with future plans to explore new avenues for eligible students and opportunities at universities.

Three IRDI participants who have received or are pursuing advanced degrees are outlined below. They are examples of the many Indian students who have been able to use IRDI assistance to accomplish their goals. These exemplary students are Buddy Benally, Earl Salazar and Besse Washburn.

> Buddy Benally is a Navajo Indian IRDI participant who has been helped by the program to focus his interests on agricultural economics and pursue an advanced degree at NMSU. His thesis research is in the area of feasibility studies on specialized crops for the Navajo Indian Irrigation Project (NIIP). Mr. Benally plans to return to the Navajo reservation upon the completion of the masters program to work with the Navajo Agricultural Products Industry (NAPI). He writes, "IRDI has helped me a lot by offering part-time work-study jobs at NMSU and helping me attain a job as a graduate assistant in the Department of Economics. I feel IRDI has helped many Indian students not only in recruiting them to universities, but in job placement after they have received some type of formal education."
>
> A second example of the success of the IRDI Indian student participants is Earl Salazar, a member of the San Juan Pueblo. Mr. Salazar attended NMSU obtaining his Bachelor of Arts, and later a Master of Public Administration at the University of New Mexico. He then went on to American University in Washington, D.C., where he earned a Master of Business Administration. Mr. Salazar is currently employed with Los Alamos National Laboratory as an administrative assistant in the Planning and Policy Group. He makes his home at the San Juan Pueblo, and much of his energy and

education are applied to his Tribe's needs. He writes, "Although financial and physical resources are important to Tribal development, one cannot overlook the importance of human resource, especially American Indian human resource, and how it applies to the overall concept of Tribal resource development. . . . Unlike financial and natural resources which have limitations, American Indian human resources are infinite."

Finally, Besse Washburne is a young Navajo woman who had had a remarkable success record. One of the early IRDI participants, Ms. Washburne also worked as a student employee in the IRDI office, 1978-1979, where she helped to set up special topic seminars, the high school orientation program, and relevant work experience for other students. Besse went on to complete her B.S. in Animal Science and a M.S. in Agricultural Economics from NMSU. Ms. Washburne went back to her reservation where she is an Economist for the Navajo Tribe, Division of Resources. She has first line responsibility for designing a Land Development policy which entails all the Tribal resources development strategies. In addition to her important position with her Tribe, Besse has consistently worked with IRDI since her graduation to assist other Indian students find natural resource related work experience.

[See Appendix 9 for complete resumes of these three individuals.]

IV. Student Services

Office Assistance

One of the reasons IRDI has been successful in its program is because of the assistance of dedicated student employees. IRDI has consistently hired students to help in the office at New Mexico State University.

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Indian students were hired for a number of tasks including support services and research. In addition to assisting IRDI, this program provides effective and relevant work experience for the student. Students gain a working knowledge of office procedure, substantive program information and experience in working for Indian natural resource development.

With the advent of the new administration of IRDI, careful consideration was given to the most appropriate use of the student employees. The students were used extensively to assist in the Women's Symposium and the High School Orientation. Two of the upperclass women students who assisted in the events were employed to draft the project reports and a third Indian student was responsible for the graphics. The increased responsibility was a growing experience for each student. In addition to the students' feeling of accomplishment, the authorship will contribute to their career enhancement. This is one example of how work on the program is used for student development.

Based on past program experience, IRDI is refining the way the Indian student employment will operate. In the future IRDI will employ those students for whom its funds are targeted; Indian students who are majoring in natural resource related areas will have first priority for employment. IRDI's New Mexico Indian Advisory Committee also recommended employing only those students with a good grade point average.

Further, IRDI will assign tasks with an eye to student education and career development, as well as program needs. For the 1982-1983 year, IRDI will hire four students carefully selected to help ensure quality work for all. Also next year IRDI will look for federal or state work-study students to save 60% of the cost of employment. [See Appendix 10 for job descriptions.]

IRDI Representatives

In order to provide Indian high school and college students better access to IRDI program information and to promote training and experience for IRDI participants, IRDI appoints students to be campus representatives at cooperating high schools, colleges and universities. These Indian students serve as our link on a regular basis to officials, counselors, instructors, and other Indian students. Due to the need for additional assistance for effective recruiting, the program began to use IRDI representatives to assist with dissemination of program information, distribution of IRDI applications, making program presentations, attending meetings, and assisting students with questions. The student representatives receive information and a supply of brochures on IRDI, colleges, universities and majors. High school representatives received $25 per semester, and college representatives received $50 per semester. [See Appendix 11 for copies of representative form letters and a list of representatives.]

Representatives are an important program function. Some representatives have begun as high school associate participants as early as freshmen and continued as representatives in college. A few of these Indian participants have now graduated from college and continue to participate in the program as Tribal and community representatives.

Other than the recruiting function, IRDI representatives are used to develop other program activities. Several Indian Tribes, communities, Federal agencies, State agencies and companies have appointed persons to serve as program contacts or representatives. These contacts are helpful in arranging internships, cooperative education assignments and summer jobs for program participants.

Retention Services

Retention of all students in college is a major concern. However, retention of Indian students is even more difficult than for other college students. An Indian student's background, his strong ties to family and Tribal support systems, isolation of Indian homes in remote areas, inadequate preparation for college at the high school level, the resulting poor study habits, and adjustment to college life are some of the factors relating to the high dropout rate of Indian college students. IRDI assists Indian students to utilize whatever help is available to assist with retention of students in college. For example, Shirley Richardson, the Coordinator of the College Opportunity Program for Enrichment (COPE) works on student retention and improvement for NMSU. [See Appendix 12 for Ms. Richardson's analysis of retention needs.]

In addition to helping Indian students make use of all available retention services, IRDI is directly involved with the individual participants to try and keep them in school. Because these retention services are case by case, rather than programmatic, this area has been one of the least documented of any of IRDI's successes.

To demonstrate the degree to which IRDI assists Indian students to stay in school, we will institute a monthly assistance log. The monthly assistance log will be in place for the 1982-1983 school year. All IRDI staff will carefully log in each time they assist an individual. As well as the retention services, the IRDI staff will document assistance to Tribes, universities and organizations. Thereafter IRDI will be able to illustrate how much and what type of assistance was rendered. The monthly assistance log is just one example of how IRDI is improving its management to overcome deficiencies and provide for further accountability.

In all of the retention services, IRDI advocates self-help rather than dependency. It is more important for the student to learn to use the system than for an immediate problem to be solved. Therefore, the IRDI staff has to walk a thin line of guiding the student to the needed aid, without doing everything for the student. Fostering self-sufficiency is particularly crucial in the area of determining financial support.

Financial Aid Information

Crucial to the retention of any Indian student is his ability to stay in school financially. In addition to costs for tuition and books, a student needs to be secure in his living expenses, especially those students who are supporting families. Since IRDI is not a scholarship organization, we have been active in helping Indian students search out adequate funding sources.

In the past, considerable financial aid has been available to Indian students from many sources for undergraduate study. Indian college students are eligible for financial aid from the same sources as other college students, as well as many sources available to Indian students only. It has generally been possible for Indian students to secrure financial aid for college attendance if they have been otherwise eligible for college admittance. General financial aid has been available to all needy students from Federal funds at universities and colleges as grants, loans, and work-study. In addition for Indian students, the Bureau of Indian Affairs provides funds directly through central, area and agency offices and through contractual arrangements with many Indian Tribes. Some Indian Tribes also provide funding to their college students from Tribal funds. Most financial aid students must carry a minimum of 12 credit hours with no less than a 2.0 grade point average.

Most Indian students require financial assistance to attend college. Although, in the past funds for Indian students have generally been available for Indian students pursuing a college education, this situation is changing as funding sources are reduced. BIA and Tribal scholarships are not meeting the need as economic conditions worsen, particularly on reservations. Tribes are beginning to place priority on funds for selected majors required for Tribal development.

With the advent of the current economic situation, the possibility of reduction in financial aid available and increased competition for available funds during 1982, the IRDI launched an intensive search for financial aid sources and requirements by states. First line responsibility for this search was given to one of the IRDI student employees and participants, Peter J. Fredericks. Fredericks is a Mandan Indian from North Dakota, a junior in the College of Business Administration and Economics at NMSU, and the President of the Native American Business Students Association on campus. As an IRDI employee, he did an excellent job in thoroughly and assiduously compiling the needed financial aid information.

Included in the search were those scholarships which may be available from Federal and State agencies, companies, professional societies, universities, colleges, and Indian Tribes. Scholarships are generally offered for excellence in academics, sports, music, specialized fields and merit. IRDI encourages Indian students to apply for all types of financial assistance available to them, including scholarships. An example of IRDI work in this area is the dissemination to its participants of news of a scholarship available in accounting. [See Appendix 13.]

As a part of the IRDI activity to outline sources of financial aid for all Indian students, financial aid for graduate students has been a focus. Financial aid for graduate students has not been as available as for undergraduates. Some Indian Tribes have funds for graduate study. Many universities have assistantships available to all students on a competitive basis. Other universities provide part-time employment.

By the end of the 1981-1982 year, Peter Fredericks had completed a valuable guide to funding sources by states and universities available to Indian graduate and undergraduate students. IRDI awaits future funding decisions before it proceeds to print the guide in the form of a booklet. Until then, the compilation is being used to provide details by letter to individual participants. Upon printing, the guide will be distributed to all IRDI Indian student participants. This guide will then be made available through Indian Tribes, key universities, colleges, high schools, program officials, representatives and contacts.

Tutoring and Information on Counseling

Among the assistance which IRDI provides is work with individual Indian students on career choices, college majors, school guidance, personal advice and other assistance. This student reinforcement is part of IRDI's retention efforts. It is case-by-case in method.

An early program objective was to provide Indian youth and Tribal members with reliable factual information. From beginning contacts with Indian students we stress getting and using good information on which to base decisions.

Since program participants are scattered over several states, high schools universities, colleges and Indian Tribes with diverse backgrounds, IRDI uses all means of communications possible including regular IRDI contacts, correspondence and telephones. Considerable assistance is also available from faculty, teachers and counselors at high schools, colleges and Indian Tribes. Regular use is made of program representatives in many locations. In addition to our contacts, Indian students are urged to seek information, advice, guidance and assistance from all available sources. Meetings, orientations, seminars, short courses and field trips are used as a means of getting information, advice and assistance to Indian students.

In addition, the IRDI annual student inquiry is used to collect information for individual student assistance, as well as for work experience. [See Section V on Employment Assistance for another description of annual student inquiry.] Space is provided for a personal information update--college, major, grade point average--and other pertinent information relating to college plans, work experience and assistance needed. Those Indian students indicating interest in work experience, co-op assignments and permanent employment are provided space to relate their employment experience, qualifications, preference, locations and other relevant information. [For copies of transmittal letters and blank inquiry forms see Appendix 14.]

When participants initially apply, they are requested to complete inquiry forms for current use on the registers. The completed inquiry forms establish the basis for the coming year's assistance to participants. The inquiry forms may be changed or updated during the year if significant changes occur in the participant's situation. Applications and annual completed inquiry forms are very useful in providing participants information and assistance.

We are also in the process of assisting Indian Tribes and Tribal members with regularly updated information on careers in greatest demand. This information will be useful to counselors and students in considering career objectives and college majors. To meet better opportunities, students may change their direction in school based on this updated information. As a part of the IRDI graduate program, we plan to work with Indian Tribes to outline areas and fields that need advanced degreed professionals.

V. Work Experience

Part of the original concept for the program was to encourage and provide opportunities for Indian youth to become professionals in natural resources through college education and related work experiences. Work experience has contributed strongly to Indian students' education and professionalism. IRDI has operated a work experience activity to assist program participants and graduates secure part-time employment, internships, cooperative education assignments, summer jobs, permanent positions, promotions, and more challenging positions.

While staff has not been available to make this service fully effective and serve needs of both employers and students, an excellent start has been made. IRDI provides information to potential employers and students, while cooperating with others having assistance and information. We encourage employers to consider hiring Indian students, graduates and professionals. At the same time we encourage Indian personnel to seek employment on their own and supply available information on employers. During the early program years, placement of participants was largely through IRDI efforts. However, with the vast increase in numbers of participants, number of employers, and varied career choices, IRDI has encouraged both participants and employers to assist in this endeavor.

We use employment information to assist program participants to make better choices about career objectives and college majors. Several Federal agencies, State agencies, Indian Tribes and organizations have requested IRDI assistance with their recruitment efforts for permanent positions or training. While IRDI has been able to assist many employers with placement efforts and has assisted large numbers of participants in securing employment and work experience assignments, additional effort is needed to reach our full potential.

Seeking desirable employment and work experience opportunities is another step in the process of acquiring education, experience and job seeking skills. The present economic situation, while adversely affecting employment, has not slowed down our efforts for placing participants in employment and work experience opportunities. Students performing tasks related to their college studies bring theory and practical application together. IRDI participants are encouraged to consider seeking some form of employment after their freshman year. There are several distinct areas of work experiences available to Indian students. For undergraduate students there are: 1) part-time jobs with college departments in their major during regular terms, or work-study; 2) summer work experience; 3) internships; 4) cooperative education; and 5) permanent placement.

Part-Time Jobs and Work-Study

Part-time college jobs and work-study are quite similar. The primary difference is funding sources. College departments usually have funds for part-time student employment on a competitive basis. In the past these types of jobs usually went to non-Indian students. Indian students were not generally aware of the opportunity. On the other hand, work-study is partially funded by Federal funds through college financial aid offices as part of grants to economically disadvantaged students for college attendance. The remaining cost is paid from department funds. The New Mexico state work-study program, which is similar to the Federal program, will not begin until the 1982-1983 school year.

The number of part-time jobs on campus is increased by using work-study funds to supplement departments' funds, which are in short supply. IRDI participants are now actively competing for and receiving increased numbers of part-time and work-study jobs. As the process is becoming established, more Indian students seek major-related part-time jobs at colleges and universities they attend.

Summer Jobs

IRDI's original efforts at locating major-related work experience assignments were for Indian college students during summer periods. A cooperative effort by IRDI, universities and employers was used to locate summer jobs. Employers provided Indian college students off-campus work experience opportunities during summers. Usually Indian students earn a salary consistent with similar work at the same level. The program arranged assignments with employers. IRDI then matched available jobs with participants' abilities, education and experience. Finally, IRDI provided travel expenses to job locations, with a start-up allowance if needed.

Each assignment was structured to provide work experience and training based on the job to be done and the student's experience level. Employers made regular and final reports and recommendations on each participant. College credit was available when prior arrangements were made with college departments. To obtain credit the work had to be more structured, usually with research activities, and acceptable reports had to be made by the participants.

Our goal was for IRDI personnel or a representative to visit each participant and employer at the job site at least once during each period of employment. This arrangement assisted in solving problems and misunderstandings, and created better job performance and future job opportunities. Some participants returned to the same employer after receiving advancements and salary increases.

The summer job effort has been successful. Annually, increasing numbers of students take assignments related to their college majors and career objectives. Types of jobs and numbers of students participating in 1982 is reported in the statistical section. Number of choices and type of jobs decreased in 1982 due to the present economic situation. However, most students found beneficial summer work experience assignments.

Much of the activity for summer jobs took place at the end of the school year. The following activity took place in April, May and June. The work was supervised by Ms. Rene' Cochise, who was hired as a temporary IRDI employment specialist. Rene' is from the Mescalero Apache Tribe and received her B.A. from NMSU. She is currently pursuing a Masters in Public Administration.

During this period, IRDI contacted its Indian student participants about needed summer jobs. Earlier in the year IRDI had placed many students. [See Appendix 22 for statistics.] Letters were written to students concerning their majors, grade point averages and current addresses. An updated list was made of students whose grade point averages were above 2.5.

Then IRDI did a follow-up on possible employers. A letter was sent out concerning job opportunities at the Ochoco National Forest. IRDI staff met with ACKCO, Inc., on employment possibilities. Students were sent to the Placement Office to review the job listings. IRDI noted jobs listed at Placement and the Personnel Office, as well as the IRDI job register, which were posted on the IRDI Job Board. A summer list was made of employers with possible open positions for students.

Thereafter, IRDI began matching students with jobs. IRDI assisted the students to prepare their resumes, typed, and expedited their job applications. IRDI also worked with the Council of Energy Resource Tribes (CERT) to help place Indian students for the summer work experience.

During this final wrap-up period, 35 Indian students were placed in summer jobs. All IRDI participants who needed summer jobs were placed. In addition, several other Indian students were availed of summer jobs by IRDI. Of these placements, 13 Indian students were awarded travel funds to their jobs and start-up allowances. [See Appendix 15 for supporting documents.]

Internships

Internships are forms of work-study usually varying in length from a semester to a full year. Internships involve major-related work experience, usually off campus. These types of jobs may be for training or experience and may lead to full-time jobs after graduation. College credit may be arranged.

Internships involve several combinations of academic studies and work experiences. Internships may involve several assignments over different semesters, with increasingly difficult work. Internships are being offered by some Tribes for their members and by some companies, Federal agencies and State agencies, IRDI, through extensive cotacts and correspondence (some 250), was able to arrange for 40 internships for Indian students in 1981-1982.

Cooperative Education (Co-op) Assignments

Another form of work experience becoming popular with Indian college students is co-op assignments. Co-op assignments usually alternate a period of on-campus academic study with a period of off-campus work experience related to one's major. Even though there are varied types of co-op assignments, periods usually alternate a semester of academic study with about six months structured work experience for pay. College credit for the co-op is available if previously approved on a program basis.

Relating work experience to academic study is a productive arrangement for the student, university, college and employer. IRDI has been instrumental in establishing long-term cooperative education agreements between universities and companies or government agencies. The opportunity to participate in co-op agreements was offered to universities with Indian students in attendance. A large number of universities opted to participate. A copy of the basic agreement is included in Appendix 16. The IRDI program assisted universities and Federal agencies in arranging the agreement and in recruiting Indian student participants. Examples of co-op agreements which IRDI helped arrange are with Brigham Young University, University of Arizona and the Bureau of Indian Affairs in the Department of Interior. Work is still ongoing for a co-op agreement with the U.S. Department of Agriculture.

Along with advanced academic study and research, IRDI plans to develop and outline work experience opportunities for graduates to enhance their studies and provide funds for their use. Indian students entering graduate studies have opportunities for several types of work experiences in addition to part-time teaching, research jobs, and assistantships at many universities. Opportunities are becoming available for graduates to pursue advanced degrees while working part- and full-time.

Employment Assistance

The importance of work experience in the Indian resources education process points up the need to strengthen our employment and placement activities and at the same time, use and encourage Indian participants to use existing employment and placement activities. As program participants began to reach the graduate level, placement and permanent employment activities became a useful final step for IRDI activities. Therefore, IRDI added placement and permanent employment and related job seeking activities to our existing section on work experience, cooperative education and internships.

This year-around activity maintains registers for jobs available and job seekers. Around the first of each new calendar year, IRDI sends inquiries to the Indian students who are IRDI participants, IRDI representatives, colleges, and Tribes, requesting relevant students and graduates to complete forms on their plans for the coming year. The requested information sets forth plans for the coming year, includes timing and need for employment. On receipt of the completed forms, the information is placed on registers by college majors, education, experience, and other pertinent information for ready reference and use in matching participants with available jobs. The information will also be placed in the computer for ready recall and requested assistance.

Locating placement and employment opportunities for students, graduates and Indian professionals is an important year-around function. Letters of inquiry are sent each fall or early spring to potential employers. These letters cover possibilities for permanent positions, upgrading current jobs, new and changed employment opportunities. Letters go to potential employers, companies, Federal agencies, State agencies, universities, colleges, Indian Tribes and organizations who may be potential employers or helpful on Indian employment and training. Replies from employment and training are placed on registers along with other employment information, work experience and co-op assignment opportunites.

The registers are maintained on a year-around basis, by job and position titles, type of employment, salary, location, and requirements. The registers are updated on a regular basis to maintain current employment information. Indian students and graduates interested in employment are matched against jobs available. [See sample copies of employment letters in Appendix 17.]

This employment program activity is maintained by IRDI for all its participants throughout the Southwest. Because of the regional emphasis, visibility and special employer contacts, IRDI is able to provide some job information to its graduates that is not otherwise available. However, IRDI works closely with the placement offices of the universities and colleges in the Southwest. IRDI recognizes the extensive professional services these placement offices can provide. Therefore, we try not to duplicate their services.

Employers maintain considerable interest in Indian students and professionals. Responses to inquiries on employment opportunities continue to be encouraging. Several Federal agencies, Indian Tribes and other employers provide regular recruitment information and list of positions available for the use of program staff and Indian job seekers.

VI. Student Seminars

Seminars and field trips related to career objectives, college majors, and orientation of Indian students to opportunities are important IRDI functions. These functions require major effort, but they are excellent recruiting tools as well as educational experiences.

High School Orientation

The sixth annual American Indian High School Student Orientation was conducted at the New Mexico State University during June. A policy decision was made to have a week's concentrated orientation for about 50 to 60 Indian high school students as the most effective and cost-efficient effort. The week days were filled with lectures, demonstrations and tours of laboratories, and field trips conducted by faculty. Resources majors in agriculture, engineering, business, computer and physical sciences were stressed. The Indian high school students had structured time for sports, entertainment and recreation in the evening. Students lived in university dormitories, ate at the cafeteria and were generally exposed to life on the university campus. The annual banquet was attended by faculty, students and professional leaders. An outstanding Indian leader, former Tribal chairman and present successful business executive, Floyd Correa, was this year's featured speaker. The keynote speaker for the week was the Assistant Secretary of Interior for Land and Water Resources, Garrey E. Carruthers.

The students received first-hand factual information, made contacts and began to consider their futures. Students returned to their high school with information and concern for better preparation for college and careers. The Orientation is designed for Indian students going into their sophomore and junior years. During their remaining high school years they have time to prepare for chosen careers and college majors. This year's high school students will be even better prepared because for the first time IRDI had the Indian students sytematically tested with an individual counseling session for each student explaining what courses to take in high school and where they need special help. The Orientation Report for 1982 gives more details and information.

Several universities and colleges are beginning to offer programs and orientations for Indian high school students during spring college terms and during summers. The IRDI program has been active in providing information to high schools and Indian students on programs and orientations available to them. We have published and distributed lists of known programs available to Indian high school students, other universities, colleges, high schools, and IRDI representatives. The lists have been helpful to sponsors for circulating information and filling quotas and to students for available opportunities. These programs also offer a great variety of specialized instruction in sciences, mathematics, and engineering to students at various high school levels.

Examples of such programs are: 1) University of New Mexico, the summer institute for Indian students considering engineering majors; 2) New Mexico Institute of Mining and Technology program for Indian high school students considering majors in mining, engineering and sciences; and 3) Arizona State University program for Indian students considering majoring in engineering, computers and sciences.

Business Seminar

IRDI assists and cooperates with all activities which prepare Indians for professional, scientific, technical, and management pursuits. An IRDI objective is to conduct subject matter seminars and field trips for high school and college students. The Bureau of Land Management (BLM) conducted a special topic seminar for the Native American Business Students Association (NABSA). The seminar was on the "Requirements for Realty Specialists." Mr. Gordon Chenae conducted the seminar. It was arranged by the President of NABSA, Mr. Peter J. Fredericks, who was an IRDI student employee at the time. [See reference to P.J. in the Financial Aid section.]

VII. Adult Seminars

Adults, Indian leaders and Tribal officials, are critical for resource development and for the reservation education process. IRDI has endeavored to work closely with Tribal leaders and officials and plans to increase this activity. Two such activities conducted in 1981-1982 are discussed below.

Indian Women's Professional Advancement

While Indian women students have been an important part of the IRDI program from the beginning and equal the number of male participants and graduates, IRDI initiated a special activity for Indian women's professional advancement this year. An important start was made by initiating the annual Indian Women's Symposium for Indian women leaders, college graduates, students and professionals. A good beginning was made with excellent participation by American Indian women and university officials, including President Gerald Thomas and Vice President Peggy Elder. Attendees included Indian women leaders from several states, Indian Tribes and universities. Attendees have proposed to continue the activity on an annual basis. The main objective will be to foster opportunities and provide information in natural resources, education, reservation development and to cooperate with other Indian women's activities and organizations. See the 1982 Indian Women's Symposium report for a more detailed discussion of the event.

Real Property Seminar

IRDI conducted a Land Use and Lease Compliance Seminar in Farmington, New Mexico, on May 11, 12 and 13, 1982. The workshop was for employees of the Navajo Tribe, Bureau of Indian Affairs, Indian Health Service and other interested people. It was co-sponsored by the Bureau of Indian Affairs and the Navajo Nation.

The seminar was led by Graham Holmes, Assistant Professor for Trust and Real Property Management at New Mexico State University. It included the different types of Indian land ownership, Tribal and individual allotments held in trust and in fee; the various Federal and Tribal laws and regulations pertaining to Indian land; the trust responsibilities of the Federal trustee; and responsibilities of the Navajo Tribe. Various land uses were discussed including agriculture and grazing under the traditional Navajo way, and the problems of conversion to a permit system. The use of land for industrial development to provide jobs for Navajo people was discussed. The seminar addressed land leasing for cash income to the Navajo Tribe and economic development of individual Navajos. Basic contract law pertaining to land transactions and requirements of the Code of Federal Regulations and Navajo Tribal law and regulation was discussed. Detailed methods and procedures for the supervision and cancellation of leases was discussed with some case reviews. Other matters, where the discussion was led by government and Tribal people, included: environmental protection, safety, sanitation, farm leases, land use conflicts, sand and gravel permits in the agencies, the BIA Area Office participation in Real Property Management, mortgage defaults, and mineral leases.

Agricultural and Economic Development Activities

Indian Tribes and their reservations are economically depressed. Therefore, IRDI program's objectives included: 1) assisting Tribal members to prepare for professional, scientific, technical and management positions needed by Tribes to develop and operate their economies; 2) assist Indian Tribes to analyze their resources and plan effective development projects; and 3) assist Indian Tribes with development operation and use of economically feasible projects. Expertise to provide assistance comes from the IRDI staff, university faculty and the Indian Tribes.

Reservation resource research is one of the objectives of Federal funding for Indian Resource Institutes as is reliable technical assistance for Tribes. Indian Tribes are responding by providing funds to analyze, plan and determine feasibility of projects to utilize reservation resources. Some examples of projects underway or under consideration are: 1) water and agricultural land resource study and plan with the Pueblo of Acoma: 2) a U-Pick Vegetable Project and a sod farm with the Pueblo of Sandia; 3) development of a plan to organize and farm 7,500 irrigated acres with the Ute Mountain Ute Indian Tribe in Colorado; 4) assistance to the Mescalero Apache Tribe in water resource development for agricultural and recreational uses; 5) request by the Navajo Tribe for technical assistance and planning for small farm development, an agricultural extension program, and a livestock development program and slaughtering facility; 6) a highly efficient proposed project on modern lamb research, production, and marketing program with the Navajo Nation; and 7) assistance rendered to the Navajo Agricultural Products Industry (NAPI) on adapted crops, production and marketing, a potato production and marketing program, and a study underway on dairy production and marketing.

Another area of assistance to American Indian Tribes in economic development is work with Indian gatherings which focus on the issues of development. An example is the literature IRDI sent and the assistance provided to the Resource Development Conference of the Ute Tribe in 1982. Another example is an extensive Resources Development Conference April 7 - 9, 1982, conducted by the Navajo Division of Resources in the Tribe's civic center. The conference's purpose and theme was to discuss Tribal resources, development and opportunities for Tribal members. Several hundred Tribal members, students and others attended each session. IRDI gave a detailed presentation to the gathering. [Copy of the conference agenda and the notes for Mr. Kilgore's speech are in Appendix 18.]

VIII. Program Support

To achieve IRDI's objectives requires cooperation from many sources. Indian Tribes and Tribal leaders are important in the resource education process, for they must often provide the incentives, work experience and eventual employment of educated, experienced Indians in responsible Tribal positions. Other sources of needed cooperation include high schools, universities, colleges and employers. Further program progess will depend on continued support and cooperative activities.

Trust and Real Property Management

Economic independence for many Tribes depends upon their land base. The ability of a Tribe to understand and manage its vital resources efficiently will be the decisive factor in economic survival. Therefore, IRDI supports those programs which can effectively train Indian land managers.

In an effort to provide a talent pool from which Tribes can find employees that fit their needs, the IRDI program, with assistance from the College of Business Administration and Economics, established a course of study called Trust and Real Property Management. This program provides specialized training by combining traditional business education with specialized courses such as agricultural law, regional planning, real estate investment, finance, Federal Indian law, water law, rights protection and land use. Upon graduation from this major, an Indian participant will have the necessary background to provide a Tribal government with the needed expertise to efficiently assist in achieving the Tribe's economic and management goals. In addition, these students will have employment opportunities with BLM, BIA, and other governmental agencies who need well trained land manager.

College of Engineering

IRDI recognizes the critical need for Indians who are proficient in technical skills. One of the greatest demands is for Indians whith engineering skills. Cognizant of this fact, IRDI has paid particular attention to recruitment and retention of Indians in engineering. IRDI works closely with the Engineering Colleges throughout the Southwest. We have excellent cooperation with these engineering programs.

One example is the College of Engineering at NMSU, which has been able to accomplish a considerable amount with IRDI assistance. Cooperating with IRDI was Rose Marie Melon, a Hispanic woman who has specialized in effective recruitment and retention. In 1981 she was assisted by an Indian woman, Darlynn Tucson, from the Zuni Pueblo. Ms. Tucson did excellently and has since graduated from NMSU with a B.S. in accounting.

Enrollment of American Indian students in the College of Engineering has continued to increase. the following is a tally starting in the fall of 1977:

Semester	Year	Number of American Indian Students	Percentage of College Enrollment
Fall	1977	29	1.7
Spring	1978	28	1.7
Fall	1978	29	1.6
Spring	1979	39	2.0
Fall	1979	42	2.0
Fall	1980	63	2.7
Spring	1981	52	2.6
Fall	1981	59	2.5
Spring	1982	50	2.3

The Minority Introduction to Engineering (MITE) was held in June. The program introduced the students to the departments, courses and career options offered in engineering. Nine American Indian students attended MITE in the 1980, 1981, and 1982 sessions.

Cooperative education presentations have been given to the Society of American Indian Engineering student chapter each fall semester to motivate students to participate in the co-op program. American Indian students who have participated in the co-op program in 1981-1982 as the result of this effort are Irvin Jojola, a member of the Isleta Pueblo who worked at IBM in Boulder and was employed by IBM in Tucson this past summer; and Reed Tsosie who worked at the Physical Science Laboratory on co-op.

Tutoring was available to American Indian students for all math, physics, chemistry, and engineering courses. The tutoring center provided these services with two engineering student coordinators and the help of the American Indian Program office for the benefit of the students. Tutoring is made available to the American Indian students when individually requested or when referrals are made by the American Indian Program office.

American Indian students have been hired to be student liaisons between the College of Engineering and the American Indian Program as well as being employed as lab assistants, tutors and work-study personnel. Irvin Jojola was hired as a lab assistant for the Industrial Engineering Department for the Spring 1982 semester. Last year, Lawrence Brown, who is a chemical engineering major, was selected after being interviewed by Verna Bennett from Mobil Oil to represent NMSU at Mobil's Week in the Business World. [See Appendix 19 for article on Mr. Brown's selection.]

Native American Engineering Program (NAPCOE)

A second example of IRDI's engineering efforts is the NAPCOE program at the University of New Mexico fostered by IRDI. While located at UNM, NAPCOE operates throughout the state of New Mexico. With IRDI funds from the State of New Mexico, NAPCOE has been able to accomplish a considerable amount.

During the university summer session, 13 Indian students enrolled in engineering courses. Other Indian students were employed by different industries, federal agencies, and state agencies. These jobs were in line with the students' studies and career goals. Three Indian students were employed and assigned by the National Indian Youth Council to the NAPCOE office for the summer. The students assisted with clerical chores and the Summer Institute.

There were 51 Indian students enrolled in the fall semester. The spring semester had 53 enrolled Indian students. Two seniors had completed their studies in December, 1981. One was employed by Bechtel Corporation and assigned to Palo Verde Nuclear Power Plant job site in Arizona. The other began graduate school. In May, another Indian senior graduated with a B.S. degree in electrical engineering. He anticipates employment with a power generation and transmission firm. An Indian senior will complete his civil engineering studies at the end of the summer session.

In October and November, the Director traveled to 29 high schools for recruitment purposes. Two Indian students were sent to the American Indian Science and Engineering Society (AISES) conference in Phoenix, Arizona, in December. Throughout the year, NAPCOE corresponded with many students who had achieved some notable academic accomplishments such as scoring high on the American College Testing (ACT) test.

A total of 518.8 hours were spent in consultation by students and tutors. Some of the students used turoring services through the Native American Studies Center, College Enrichment Program, and Student Services program. In mid-spring, NAPCOE helped to develop a tutoring service by seven Sandia Laboratories scientists and engineers. The seven Sandia Lab personnel are Indians and had good rapport with the students.

Academic achievements of Indian engineering students were encouraging. Two of the Summer Institute Indian engineering participants posted plus 3.00 GPAs at the end of the fall semester. Some of the advanced students had plus 3.00 GPAs during the fall semester. At the end of the spring semester, two students had a better than 3.00 GPA.

The 1981 Summer Institute was held July 5 through 31. Thirteen students were selected from many applicants and participated. Of those who attended, two enrolled at NMSU, one enrolled at San Juan Community College, and seven enrolled at UNM.

There are 72 NAPCOE students who were assisted. These 72 Indian students in engineering are from several of the Pueblos, Navajo, Hopi, Winnebago, Chippewa, Oneida, Northern Cheyenne, Mohawk, Cheyenne Arapaho and the Jicarilla Apache Tribes. The Indian students majored in all types of engineering and range from freshmen through seniors.

Institutions

In addition to our in-depth focus on engineering, IRDI has also been involved with other institutions with similar goals. One such institution is the Weber State College in Ogden, Utah. Weber has designed a special program to encourage Indian students to major in Business Administration and Management. This program is sponsored by Weber's College of Business Administration and has received strong support. A second example is Northeastern State University at Tahlequah, Oklahoma. Northeastern is working with Indian graduate students for a masters in "Tribal Management." This masters program will impart degrees in Business Administration.

Tribes

Some of the most important work which IRDI does is to cultivate our contacts with American Indian Tribal governments. Building IRDI-Tribal relationships is an ongoing and extensive effort which is a buttress to all program activities. This activity includes site visits, meeting with Tribal leaders wherever they appear, as well as in the IRDI office, sustained telephone contacts, and extensive correspondence.

In addition to Tribal contacts cited throughout this report, IRDI's work at outreach and recruiting Indian students from Tribes and inter-Tribal groups includes the following correspondence: Jicarilla Apache Tribe, Mescalero Apache Tribe, Zuni Pueblo, Colorado Commission of Indian Affairs, Ute Mountain Tribe, Navajo Tribe, Yavapi Tribe, Nevada Inter-Tribal Council, Covelo Tribe (Round Valley), Red Lake Chippewa Tribe, Nooksack Tribe, and Upper Skagit Tribal Council.

Organizations

To reinforce IRDI's efforts and activity, IRDI also makes extensive contacts with orgnizations. Some of these contacts are with non-Indian organizations such as the Thorne Ecological Institute of Colorado, and the Thomas Jefferson Forum of Washington, D.C. Much of IRDI's work, however, was to sustain better communications with Indian organizations. These Indian organizations include, but are not limited to: American Association for the Advancement of Science, Native American Project, in Washington, D.C.; American Indian Leaders of Today and Tomorrow (AILOTT) in California; American Indian Scholarships, Inc., in New Mexico; American Indian Science and Engineering Society; and the Sho-Ban News.

IX. Institute Development

History of the Indian Resource Institute

As a result of a meeting in Denver, Colorado, in February, 1980, of Land Grant Universities from states with Indian population and resources, it was decided to pursue Federal legislation and funding for Indian Resource Institutes. While receiving strong support for the idea, many states felt they were not fully ready to pursue institutes for their states and suggested that a pilot Institute in the Southwest region would be the best way to proceed. Therefore, a regional Institute has been proposed for the southwestern states of Arizona, California, Colorado, New Mexico, Nevada, Oklahoma and Utah beginning in Fiscal Year 1982 or 1983, depending on Federal funds availability. Considerable Federal support has developed even though Federal funds are being reduced for many activities.

Strategy

IRDI had previously advocated authorizing legislation to establish the Indian Resource Institute. A lot of work was done on this legislation.

A brief description of it is included in Appendix 20. It was determined that the legislation, while beneficial, was not a ncecessary step in establishing the Indian Resource Institutes (IRI). If IRDI directly pursued funding to establish a pilot Institute, the greatest strides would be made. To start the process the new IRDI Director prepared a legal brief which outlined the existing authorization for the Indian Resource Institutes. With this tool IRDI could begin to seek Federal appropriations. [See Appendix 20 for a copy of the legal brief and the summary statement for the IRI.]

For the better part of the week of June 20, 1982, Kathryn Tijerina, Russel Kilgore and Bill Gorman worked in Washington, D.C., to provide information and education to those interested in the concept of Indian Resource Institutes. IRDI provided data to both House and Senate staff dealing in Indian affairs to facilitate their understanding of the Institutes. Finally, IRDI met with the national Indian organizations to avail them of up-to-date information.

Support

Because of the need for Indian Resource Institutes and the importance of the concept, IRDI has received surprisingly strong support. IRDI has received copies of letters in support of the funding request or strong statements of support from the:

Federal Indian Women's Task Force;
National Congress of American Indians;
Americans for Indian Opportunity;
National Tribal Chairmen's Association; and
American Indian Scholarships, Inc.

In addition to these important national Indian organizations who have supported IRDI, we have been pleased by our Congressional assistance. All four members of the New Mexico Congressional delegation strongly supports the Indian Resource Institutes. All four have sent forth written requests to the appropriate Appropriations Committee Chairmen asking that funds be designated for a pilot Institute in Fiscal Year 1983. Further, Congressman Roybal of California has written of his support for the funding.

Future Support

In addition to Indian and Congressional support, IRDI is very pleased by the service given by the National Association of State Universities and Land Grant Colleges (NASULGC). In 1982-1983, IRDI will draw up a Memorandum of Understanding between NASULGC and NMSU. This agreement will provide for the National Association's assistance in Washington, D.C., in furtherance of the Institute development.

Also in 1982-1983 IRDI will consult with every Tribe in the Southwest who might benefit from the Indian Resource Institutes. Each Tribe will be sent a letter with an attached questionnaire for them to return. In addition to documenting whether there is widespread Tribal support for the concept, the questionnaire responses will be useful in later substantive IRDI work in economic development. Preliminary information indicates that the Tribes will consistently be supportive of the Indian Resource Institutes.

X. Advisory Committees

New Mexico State University Deans Committee

NMSU President Thomas appointed a committee of Deans to oversee the IRDI program for the university beginning this year. The Deans Committee is composed of the Deans of Agriculture and Home Economics, L.S. Pope: Business Administration and Economics, Curtis C. Graham; and Engineering, Joseph Genin. These are the colleges with many of the college majors fostered by the program. Other Deans and Colleges cooperate closely with the program.

New Mexico Indian Advisory Committee

As a part of the State of New Mexico 1982 legislative funding bill for the program, provision was made for a New Mexico Indian Advisory Committee to assist with the program objectives, implementation and liaison with the New Mexico Indian community. The committee appointed by President Thomas was recommended by the Chairman of the Navajo Tribal Council, Peter MacDonald; Chairman of the All Indian Pueblo Council (AIPC), Delfin Lovato; President of the Jicarilla Apache Tribe, Leonard Atole; and President of the Mescalero Apache Tribe, Wendell Chino. The committee includes Edmund Gonzales, member for AIPC; Leonard Haskie, member for the Navajo Tribal Council; Keith Miller, Vice President of the Mescalero Apache Tribal Council; and Frances Gomez Nuno, member for the Jicarilla Apache Tribal Council. Committee members have been requested to meet periodically during 1981-1982. Members are asked to select alternates to attend when they are unable to do so.

XI. New Mexico 1982-1983 Legislation (July 1, 1982, to June 30, 1983)

The 1982 New Mexico Legislature increased funds for the IRDI program to $210,000, from $186,000 in 1981. A copy of the 1982 bill is included in Appendix 21.

Honorable Thomas Atcitty, a Navajo member of the New Mexico House of Representatives from Shiprock, was instrumental in introducing and fostering the bill. Senator John Pinto, a Navajo member of the Senate, fostered the bill in the Senate and with Senate committees. Former Santa Clara Pueblo Governor Paul Tafoya was appointed legislative liaison for the AIPC by Chairman Delfin Lovato. Governor Tafoya was a most able liaison, working closely with the Indian community, legislators, and the New Mexico Governor's Office. Mescalero President Wendell Chino met with legislators to foster passage of the bill. A delegation of New Mexico State University Indian students attended committee hearings and wrote letters to legislators supporting the legislation.

New Mexico State's appropriations for IRDI is an example of the excellent cooperative efforts by legislators, Indian Tribes and Tribal members, Indian students and the New Mexico educational community.

XII. Proposal to the W.K. Kellogg Foundation

The current W.K. Kellogg Foundation grant to the program was completed at the end of this year, June 30, 1982. The Foundation approved the use of remaining funds in the amount of $28,360 for use in the 1982 program beginning July 1. To continue these vital efforts, a proposal was submitted by IRDI to the Foundation for a three-year grant in the amount of $400,000 to continue, improve and expand the program to help achieve the objectives of the Indian Resource Development and Internship program.

APPENDIX

COLLEGE OF AGRICULTURE AND HOME ECONOMICS,
Office of the Dean

ANNOUNCEMENT OF POSITION AVAILABILITY

TITLE: Director - Indian Resources Devel[illegible]ment & Internship Program (IRDI)

EFFECTIVE DATE: August 15 (or as soon thereafter as [illegible]lified candidate can be found)

SALARY: Competitive

Reply to:

Dr. L. S. Pope, Dean
College of Agriculture
Chairman - Search Committee
P. O. Box 3AG
New Mexico State University
Las Cruces, New Mexico 88003

Deadline for Applications:

July 25, 1981

QUALIFICATIONS:

Academic: Earned doctorate in a resource or business related area, preferably agriculture, business, engineering, law, or a closely related field.

Experience: Minimum 10 years experience in administration, research, teaching, extension, or development in a natural resource and/or business related area.

THE POSITION: The Program Director is responsible for:

- .Administering the Indian Resource Development & Internship Program.
- .Maintaining an effective liaison with cooperating Indian Tribes, communities, organizations and members, state and federal government agencies and legislators, universities, colleges, high schools, companies and industries.
- .Preparing and managing budgets and initiating requests for funds needed to operate the program.
- .Submitting reports and statistics as required by New Mexico State University, other cooperating universities, and legislative and administrative units of state and federal governments.
- .Submitting reports and statistics as required to foundations and other funding organizations.
- .Organizing activities and setting schedules to meet the needs and objectives of the program.

The salary of the Director is competitive and will be based on the qualifications, education, and experience of the individual selected for the position.

SELECTION CRITERIA: In addition to the education and experience qualifications already listed, the following elements are to be considered in the selection process:

- Ability to work with people;
- Knowledge of American Indians, including their culture, history, reservation life, development needs, and problems;
- Knowledge of federal and state laws affecting American Indians; professional experience with the Bureau of Indian Affairs or other federal agencies;
- Knowledge and experience with Indian resource education and development;
- Professional experience with a university;
- Knowledge and experience with work experience, internship and cooperative education programs.

SPECIFIC DUTIES:

- Advise and recruit students to attend colleges and universities of their choice and major in natural resources, agricultural sciences, economics, business, administration, management, engineering, forestry, mining, veterinary medicine, computer science, fish and wildlife, recreation, economics, hotel and motel management, and related fields.
- Develop and maintain a wide range of contacts including college and university presidents, deans, department heads, faculty and students; federal and state officials and legislators; Indian tribal officials and leaders; and high school officials, counselors and students.
- Arrange work experience and cooperative education assignments.
- Conduct university orientation programs and leadership, management and subject matter seminars.
- Assist with planning for Indian Resources Institutes in states or regions with Indian populations and natural resources.
- Assist Indian Tribes, tribal enterprises, individual Indian businesses, farms and ranches, and other Indian business activities to obtain the educational, technical, and other services needed.
- Assist universities and colleges to recruit Indian students and develop programs to retain, upgrade and improve the performance of Indian students.

APPLICATION PROCEDURES: Applicants chosen for final consideration will be invited for an interview at New Mexico State University in Las Cruces, New Mexico. A letter of application complete with resume, references, transcripts, and other supporting information must be received no later than July 25, 1981.

AN EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Appendix 1b

April 5, 1980

Dear Sir;

I am very interested in your IRDI program and would like to gain some more information on the subject. I'm a Navajo student presently enrolled at West Mesa High School in Albuquerque.

For college, my main interests lie in Forestry-Biology related fields. Academically, my GPA is 3.6, for all four years totalled. I scored a 21 overall on my ACT.

I do not know what other information you might need, or want so please contact me if I can help you. Also, are there certain qualifications that I must meet for this program? How do I gain information on financial aid, grants, etc., since I cannot afford college tuition costs by my self?

If I do qualify, do I have a choice of when I work, like summer?

I would be most grateful if you could answer my questions and provide me with information pertaining to the IRDI work-study program. In case you might need this information, here it is: my birthdate is November 22, 1962 and my graduation date is May 26, 1980.

Thank you,

Jared Harvey

Jared Harvey
426 Estancia N.W.
Albuquerque, New Mexico
(505)-831-2860 87105

Appendix 2

Indian Resources Development & Internship Program (IRDI) (11-81)

Thank you ________________________ for the fine introduction.

I am ______________________ _______________ ____________________

Title

______________________________ ____________________________________

Occupation Location.

I would like to tell you about opportunities to assist you and other Indian students to prepare for scientific, professional, technical, and management positions for all fields of natural resources, energy and economic development. These career opportunities and majors are usually in departments and colleges of agriculture and natural resources, agribusiness, farm and ranch management, irrigated and dry land agriculture, watershed management, veterinary medicine, hotel, motel, restaurant, tourism and recreation, rights protection, animal agriculture, nutrition, and feed lots, home economics and nutrition, business administration and management, business development, operation and management, trust and real property management, marketing, economics, computer science and data processing, engineering and energy, hydrology, mining, minerals, geosciences, earth sciences, environment, communications, and other fields related to development, use, operation and management of tribal and reservation resources.

The Program is basically work/study to provide academic education and practical work experience for tribal members desiring to learn, earn and upgrade their abilities. Indian high students and graduates may participate in the program by taking and making good grades in appropriate high school classes in mathematics, such science classes as chemistry, physics, zoology, biology, oral and written communications in english like speech, composition and grammer. These and other subjects contribute to preparation for college studies, take all of these preparatory courses you can. There are many summer programs at universities open to Indian high school students which you may wish to consider and attend. The New Mexico State University (NMSU) conducts an annual week-long expense-paid orientation program for Indian high school sophomore and junior students each June. The 1982 orientation is scheduled for June 6 to 12 at Las Cruces, NM.

Other universities' summer programs are for high school freshmen through graduates -- mostly in math, science, and engineering, varying in length fron one to nine weeks, some provide college credits. Eligibility and benefits vary. High school students are urged to apply to university summer programs of your choice for which you may be eligible. A list of known summer programs, information, and applications will be made available to college, high school and tribal counselors, IRDI campus representatives, and at the IRDI Office in Las Cruces. Check to see which programs are of most interest to you and apply early.

Indian college students and college graduates may participate in the IRDI Program by selecting eligible college majors and attending or continuing colleges and universities of their choice. Attractive masters and Ph.D. degree programs are available to Indian college graduates at many universities. Indian persons having some college and others eligible to attend college may also participate in the IRDI Program. Some employers, including Indian tribes, federal and state agencies and companies, permit employees to take courses for upgrading, degrees, and needed technical experience.

College students and graduates are urged to take work experience assignments for pay related to majors and career objectives. Work experience may be achieved through several ways: 1) on-campus part-time jobs in major departments during regular college sessions, 2) off-campus work experience during summer and other break periods, and 3) off-campus, cooperative education (coop) assignments. Coop assignments rotate a semester or about six months major-related work experience off-campus with a semester of on-campus study, repeatable until bachelor's degree are obtained. Work experience assignments may be arranged by and with students, college academic advisors, and IRDI. Employers usually pay the student's or graduate a salary in accordance with education, experience, ability, and the job to be done, usually no less than the minimum wage with advancements as warranted. The IRDI Program may pay students travel to and from work locations and a start-up allowance. College credit may be available if work and/or research and reports are of sufficient level to warrant credit. College credit is usually arranged by the student with academic advisors and employers. IRDI assists as needed.

Persons eligible to participate in the IRDI Program are Indian high school students and graduates, college students and graduates, employed persons and others eligible for college. A 2.5 grade point average (GPA) on a scale of 4.0 or better is necessary for high school and college students to be eligible for some IRDI benefits.

For those persons with less than 2.5 GPA, considerable help is available at universities/colleges, major departments, and at high schools. Students should request help before getting too far behind at high schools and colleges. Persons with low GPA's may be admitted to the IRDI Program on a provisional basis, if they are serious about college careers and take advantage of help to bring their GPA up to an acceptable level.

Program benefits include: 1) regular or special college degree programs at universities/colleges of the student's choice, 2) major-related work experience for pay, 3) travel opportunities, 4) expense-paid subject-matter seminars, tours, and field trips, 5) opportunities to be the IRDI campus representative at their high school and university/college for pay, 6) placement in part-time, training, work experience, and permanent positions and job upgrading opportunities, 7) opportunities for high school students to attend summer enhancement programs, 8) opportunities to serve as congressional, state, and tribal government interns, 9) receive professional advice, guidance, and assistance, and 10) opportunity to enter attractive graduate programs at universities/colleges of the student's choice including part-time jobs, graduate assistantships, scholarships, and other benefits.

There is considerable assistance available to Indian students at all levels. It is, however, necessary for students to take advantage of opportunities including serious study at the high school and college levels. The IRDI Program was envisioned and started on the strong conviction that Indian students can achieve any goal they desire to and are willing to put forth the necessary effort. You are to be commended for the success you have already achieved, you are fortunate to be American Indians, and members of your tribes. No doubt many of you will become tribal leaders and excell in careers of your choice. You can do it. All it takes is the desire, determination, selection of routes to follow, dedication, perservance, lots of study, hard work, and timely effort.

Things you may wish to consider doing: 1) determine objective and goal, 2) select career and college major, 3) select university/college you desire to attend, 4) apply for admission, living quarters, and financial aid from all sources, if desired and needed, 5) apply for available scholarships, 6) make application and take required tests on a timely basis, don't wait until the deadline, 7) be sure you apply for and get all assistance to which you are entitled. Some students fail because of lack of knowledge on career opportunities, assistance available, and failure to apply on a timely basis. This may be avoided. The way to get information and acquire knowledge is to ask questions. Question asking is an art not to be feared.

You are in a competative world requiring preparation and competition on your part to achieve objectives and goals you desire. Learn to acquire knowledge, listen, ask questions, learn to talk, study, and plan. Basic skills are reading, writing, and arthimetic. You may learn to solve problems by using these and other acquirable skills, including use of computers. This is an academic world, an electronic and computer world, a corporate world, and a political world. The future is yours, you may find or make your own place, you can do anything you choose to do, and there is plenty of help available.

Some suggestions which may be helpful: 1) be a question asker, 2) plan, 3) organize your time, there is adequate time to do things you need and want to do each day, set aside time for work, study, play, recreation, and stick to it, 4) set up a file and keep it in a safe place for important information, papers, and copies for future use and reference. (A box will do). 5) budget your money & available funds, list required and necessary items, food clothing, living quarters, fees first, add other items which could be left out, if necessary, radio, t.v., cars and trucks, trips, etc. Stick to your budget, if you see a need for additional funds, check all possible sources, parents, additional grants, loans, etc., early enough to avoid a money crisis, 6) learn to be in control of yourself, 7) practice self-supremacy, 8) you may wish to consider assisting your tribe to self-sufficiency through your self-confidence, determination, and preparation.

There are many other tribal members who could benefit from the IRDI Program. You, or your may know of thers who, may wish to help by making program information available, passing out brochures and applications, and discussing benefits with friends, relatives, associates, etc. You may wish to become an IRDI high school, university/college campus, tribal or community representative for experience, information to others and pay. If so, please discuss with me after the meeting. I will be available after the meeting to discuss individual questions, provide information, and/or assistance, as needed.

Please help yourself to the brochures and applications for yourself and others. There are IRDI Program applications for high school students and graduates, college students and college graduates.

You have been a good audience. I have enjoyed talking with you and will be pleased to respond to questions you may have. Thanks for the opportunity to discuss important career opportunities with you.

I hope the information presented and the IRDI Program may be helpful and useful in all your future endeavors. Best of luck to each of you.

Are there any questions?

Appendix 3e

THE NAVAJO NATION
WINDOW ROCK, NAVAJO NATION (ARIZONA) 86515

NAVAJO DIVISION OF LABOR
P.O. Box 266
Crownpoint, New Mexico 87313

PETER MacDONALD
CHAIRMAN, NAVAJO TRIBAL COUNCIL

FRANK E. PAUL
VICE CHAIRMAN, NAVAJO TRIBAL COUNCIL

August 19, 1981

Mr. Russel Kilgore
I.R.D.I. - Program Director
New Mexico State University
Las Cruces, New Mexico 88003

Dear Mr. Kilgore

The Job Opportunity Fair, hosted by the college students of the Eastern Navajo Agency on July 31, 1981, was a success!!!

On behalf of the college students, let us extend our gratitude to you. We believe your input into the Fair was a big part of the success; your in-sight has helped and will help many chapter and summer (high school) employees. Perhaps, your talk gave a boost to their spirits and future careers.

Again, we greatly appreciate the opportunity of listening to you and working with you. We wish you the best in your endeavors! If you have any questions about the Fair, give us a call at (505) 786-5530, ext. 215 or 216.

Truly yours,

Valerie J. Anton
Valerie J. Anton
Research Aide

Lester K. Tsosie
Lester K. Tsosie
Research Aide

CONCURRENCE:

Tim C. Morgan, Agency Director
Navajo Division of Labor
Crownpoint Agency

Appendix 4

April 1, 1982

Dear Student,

The Higher Education Department of the Navajo Tribe is sponsoring a Bar-B-Que and "get together" for all Navajo students and their families during New Mexico State University's American Indian Week.

On behalf of the Navajo Higher Education Department, we would like to invite you to join us to meet with and eat with the staff of the department and Tribal Council member of the Tribal Education Committee, as well as other Navajo students attending New Mexico State University. The Bar-B-Que will be on Thursday, April 15, 1982 at Preciado Park from 5:00 to 7:30 p.m.

The evening will include a Bar-B-Que (picnic style), highlighted by a guest speaker, and conclude with a question and answer session (this is the time to bring your questions about financial assistance for next year, ideas and concerns you may have on education, etc.).

Admittance for the meal will be by ticket only which will be issued free of charge for New Mexico State University Navajo students, their spouses and dependents. Tickets may be obtained from Allen Riley, Counselor for the American Indian Program at Garcia Annex, room 136. If you are unable to pick up your tickets by April 15, 1982, you may reserve them by calling Elaine Benally at 646-4286 (8-5) or 522-7857 (after 5:30). These tickets should be picked up on Thursday, April 15th BEFORE 5 p.m.

We would like to provide a list of Navajo students attending NMSU and their dependents to the Navajo Higher Education Department and request your assistance. Please complete the enclosed form and submit when obtaining your meal tickets.

We hope that you will join us for this event during American Indian Week, we look forward to meeting you!

Sincerely,

Elaine R. Benally
Elaine Roanhorse Benally
Information Specialist for ERIC/CRESS

Allen J. Riley
Allen J. Riley
Counselor for American Indian
Program

Russell E Kilgore
Russell E. Kilgore
Director of Indian Resource & Development
Internship Program

enclosure

Appendix 5

THE NAVAJO NATION
WINDOW ROCK, NAVAJO NATION (ARIZONA) 86515

PETER MacDONALD
CHAIRMAN, NAVAJO TRIBAL COUNCIL

FRANK E. PAUL
VICE CHAIRMAN, NAVAJO TRIBAL COUNCIL

March 18, 1982

RUSSELL KILGORE, Program Director
Indian Resource Development/Internship (IRDI)
New Mexico State University
Las Cruces, New Mexico 88003

Dear Mr. Kilgore;

On behalf of the Office of Youth Affairs, under the Navajo Tribe, we should like to extend to you an invitation to be a speaker at the College Convention for Native American Students set for April 15, 16, and 17, 1982, on the Arizona State University campus.

We have scheduled you for workshop #1, "Financial Aid- What's Ahead?", on Thursday, April 15 at 10:30 am. This workshop will be repeated the same afternoon. The students have requested that you speak to the topic and highlight which financial aid may be available from other private sectors. You are also invited to attend the banquet set for Thursday evening, April 15.

I am enclosing a press release with more detailed information of the convention and a draft copy of the agenda.

We request your response to our invitation at your earliest convenience so we may be definate in our agenda for the convention.

The convention is planned on a very limited volunteer resources and hope that you may donate you time and expertise to this unique and potential group of Indian youth. Thank you.

Sincerely,
THE NAVAJO NATION

Millie Arviso, Deputy Director
Office of Youth Affairs

Enclosures

Appendix 6a

COLLEGE CONVENTION FOR NATIVE AMERICANS
APRIL 15, 16, 17, 1982
ARIZONA STATE UNIVERSITY CAMPUS
SPONSORED BY OFFICE OF YOUTH AFFAIRS
THE NAVAJO TRIBE

THURSDAY, April 15, 1982 — ARIZONA ROOM

8:00 a.m. - 9:00 a.m. — Registration

9:00 a.m. - 10:15 a.m. — Welcome Address - Theme
"Fusion of the Minds: Professional-Traditional"
by David Monogya, Hopi Traditionalist
Dr. Fred Begay, Navajo Nuclear Physics: Los Alamos
Dr. Lois G. Steele, M.D., University of North Dakota

10:30 a.m. - 12:00 p.m. — WORKSHOPS (Choose two of the four)

#1 - "Financial Aid - What's Ahead?"
Dale Guy, BIA Area Office; Phoenix
Benjamin Hanley, Arizona State Representative
Arthur Hubbard, Sr., Arizona State Senator
Rosh Foley, Indian Health Services; Phoenix
Arnold Taylor, Financial Aide, University of Arizona
William Nakai, Navajo Higher Education
Russel Kilgore, Indian Resource Development Institute. N.M.S.U.

#2 - "Role of the Student in Our American Indian Society"
Student Representatives from the various colleges/universities.
Morning Session - ASU, MCC, U of A. NCC
Afternoon Session - NAU, Phoenix College; Scottsdale

#3 - "Balancing the Two Worlds"
John Redhouse, American Indian Environmental Council; Albuquerque, New Mexico
Herb Blatchford, National Indian Youth Council

#4 - "Projecting a Positive Self Image as a Student"
Graduate Student
Undergraduate Student
College graduate in Tribal Government
Former Indian Student Leader, representative to student clubs, organizations

12:00 p.m. - 1:15 p.m. — LUNCH ON YOUR OWN
(Buffet Luncheon available in Memorial Union Building)

1:15 p.m. - 2:00 p.m. — GENERAL SESSION
"Identity, Pride and Awareness"
Emergy Sekaquaptewa, Hopi Lawyer and Professor: University of Arizona

Appendix 6b

THURSDAY, April 15, 1982

2:30 p.m. - 4:00 p.m. WORKSHOPS

#1 - "Financial Aid - What's Ahead?"
Dale Guy, BIA Area Office; Phoenix
Benjamin Hanley, Arizona State Representative
Arthur Hubbard, Sr., Arizona State Senator
Rosh Foley, Indian Health Services; Phoenix
Arnold Taylor, Financial Aide, University of Arizona
William Nakai, Navajo Higher Education
Russel Kilgore, Indian Resource Development Institute, N.M.S.U.

#2 - "Role of the Student in Our American Indian Society"
Student Representatives from the Various colleges/universities.
Morning Session - ASU, MCC, U of A, NCC
Afternoon Session - NAU, Phoenix College; Scottsdale

#3 - "Balancing the Two Worlds"
John Redhouse, American Indian Environmental Council; Albuquerque, New Mexico
Herb Blatchford, National Indian Youth Council

#4 - "Projecting a Positive Self Image as a Student"
Graduate Student
Undergraduate Student
College graduate in Tribal Government
Former Indian Student Leader, representative to student clubs, organizations

7:00 p.m. BANQUET ARIZONA ROOM

Guest Speaker - Chairman Peter MacDonald
The Navajo Tribe

FRIDAY, April 16, 1982

9:00 a.m. - 10:15 a.m. GENERAL SESSION

Topic - "Changes and Challenges Affecting Your Community"
Wendell Chino, Chairman; Mescalero Apache Tribe

10:30 a.m. - 12:00 p.m. WORKSHOPS (Choose three of the six)

#1 - "Native American/Indian Economics"
(Morning Session only)
Al Henderson, Division of Economic Development
The Navajo Tirbe
Michael Benson, Planning Unit; Division of Economic Development
Mitchell Uribe, Northern Arizona University

#2 - "Law and the Indian People"
American Indian Law Center, Albuquerque, N.M.

#3 - "Myths and Realities of Careers"
Al Flores, Phoenix Indian Center

Appendix 6c

FRIDAY, April 16, 1982 — WORKSHOPS (Con't)

10:30 a.m. - 12:00 p.m.

#4 - "The New Breed of Indians"
Vine Deloria, Professor, University of Arizona

#5 - "The Educational System - What's Happening?"
Jean Hunt, National Indian Controlled School Board; Denver, Colorado
Richard Mike, Navajo Higher Education
National Indian Education Association Representative
Katie Stevens, Arizona Department of Education

#6 - "Block Grants and the State Formula"
John Lewis, Director, Inter-Tribal Council of Arizona; Phoenix, Arizona
Michaels Hughes, Inter-Tribal Council of Arizona; Phoenix, Arizona

12:00 p.m. - 1:15 p.m.

LUNCH ON YOUR OWN
(Buffet Luncheon Available in Memorial Union Building)

1:15 p.m. - 2:00 p.m.

GENERAL SESSION
Topic - "Realism and Idealism"
Ned Anderson, Chairman; San Carlos Apache Tribe
Dr. John Tippeconnie, Director; School of Social Work, Arizona State University

2:30 p.m. - 4:00 p.m.

WORKSHOPS (Choose three of the six)

#1 - "Is the Tribal Economic Development Consistent With Social and Cultural Survival?"
(Afternoon session only)
University of Arizona Debate Team

#2 - "Law and the Indian People"
American Indian Law Center, Albuquerque, New Mexico

#3 - "Myths and Realities of Careers"
Al Flores, Phoenix Indian Center

#4 - "The New Breed of Indians"
Vine Deloria, Professor; University of Arizona

#5 - "The Educational System - What's Happening?"
Jean Hunt, National Indian Controlled School Board; Denver, Colorado
Richard Mike, Navajo Higher Education
National Indian Education Association Representative

#6 - "Block Grants and the State Formula"
John Lewis, Director; Inter-Tribal Council of Arizona; Phoenix, Arizona
Michael Hughes, Inter-Tribal Council of Arizona Phoenix,, Arizona

4:00 p.m. - 5:00 p.m.

Various Academic Discipline Caucuses
ie...all Political Science Majors get together...
all Medical Majors get together...etc.

Appendix 6d

SATURDAY. April 17, 1982

9:00 a.m. - 10:15 a.m. WORKSHOPS (Choose two of the three)

#1 - "Traditional and Contemporary Value System"
Rebecca Margan, Agency Superintendent, BIA; Window Rock, Arizona
Dr. Wayne Mitchell, School of Social Work; Arizona State University, Tempe
Ruth Roesell, Writer, and author of "Navajo Women in Society", Rough Rock, Arizona

#2 - "The Real Side of JUA (Joint Use Area)
Leon Berger, Navajo-Hope Task Force; Window Rock, AZ
Michel Dineyazhe, Contemporary Debate Team; Window Rock High School; Fort Defiance, Arizona
Jerry Kramer, Writer and author of "The Second Long Walk"

#3 - "The Emerging Consciousness of America's Indians"
David Wilkins, University of Arizona; Graduate Student
Santiago Serna, Arizona State University; Graduate Student
Larry Anderson; Fort Defiance, Arizona

10:30 a.m. - 11:30 a.m. GENERAL SESSION

Topic - "You Can Make a Difference"
Scott Momaday, Writer and Professor; University of Arizona
Dr. Myron Jones, Educational Consultant; Albuquerque, New Mexico

EVENING ACTIVITY POW-WOW Sponsored by Native American Student Association, ASU, Tempe; to be held at the Phoenix College campus.

Appendix 6e

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

March 24, 1982

Ms. Millie Arviso, Deputy Director
Office of Youth Affairs
P. O. Box 1599
Window Rock, Arizona 86515

Dear Ms. Arviso:

I will be pleased to participate with the Office of Youth Affairs in the College Convention for Native American Students at Arizona State University on April 15, 1982, per your letter of March 18, 1982.

Will there be space for placing brochures and applications for the Indian Resources Development and Internship Program (IRDI) for use by the participants and attendees at the university.

Please let me know of any change in the schedule.

Copies of the IRDI brochure and applications for high school, college and college graduate students are enclosed for your information.

Sincerely,

Russel E Kilgore

Russel Kilgore
Program Director

Enclosures: IRDI Brochure
IRDI Applications for High School Students, college
and college graduate students

RK/kp

Appendix 6f

May 28, 1981

Mr. Russel E. Kilgore
IRDI Program
New Mexico State University
Box 3169
Las Cruces, New Mexico 88003

Dear Russell,

Enclosed is the information you requested. Since my address has changed I received this letter late. I hope the information can still be used.

I would like to tell you how sorry I am for not expressing my appreciation for what you have done for me.

It is because of the IRDI Program that I am more aware of the problems facing me as an Indian. The program has helped me tremendously in giving me confidence to deal with the problems facing Indians. I can't thank you enough for what you have done.

I remember the last time I talked with you was when I participated on that Washington D.C. excursion. Since then I have graduated from Brigham Young University and got hired by the U.S. Government. I work for the U.S. Dept. of Agriculture in the Soil Conservation Service agency. I was hired first in Provo, Utah then I got transferred to Vernal, Utah where I now reside. We bought a home and are trying to make a go of it. I also started a small business of exterminating service.

We really like Vernal and I'm afraid that I am getting too attached to the place.

If I could trouble you once more and ask for a list of possible employment in an around the Navajo Reservation I would appreciate it.

Thank you again.

Sincerely,

Jerry Gilmore

Jerry Gilmore

Enclosure

Appendix 7

NEW MEXICO INDIAN GRADUATES - IRDI PARTICIPANTS

Appendix 8a

Name	University or College	Major	Year Graduated	Degree	Present Job	Organization
Allison, Arthur	Ball State Univ.	Ag.E.	81/83	MBA	Student	NAPI
Aragon, Joe	ENMU	Math	1981	M.S.	Teacher	Laguna/Acoma H.S.
Bates, Lorenzo	Utah State Univ.	Rng.Sci.	1975	B.S.	Director	NAPI/Animal Program
Benally, Bernadette	UNM	Adm.	1981	M.S.	Student	UNM
Benally, Buddy	NMSU	Ag.E/Educ.	1981	M.S.	Grad.Asst.	NMSU
Benally, Jeannie	NMSU	Animal Sci.	1976	M.S.	Instructor	NAPI
Benally, Jelene	NMSU	Hort.	1977	B.S.	Environment	Utah Int.
Benally, Ray	NMSU	Rng.Sci.	1978	B.S.	Range	Utah Int.
Bitah, John	NMSU	Farm Mgt.	1977	B.S.	Water Morter	NAPI/Farmington
Bowman, Charlene	NMSU	Agron.	1979	B.S.	Agronomy	Utah Int.
Brown, Gilbert	NMSU	Bus.Adm.	1977	B.S.	Self-Employed	Construction
Chee, Marionetta	NMIMT	Mining Engr.	1981	B.S.	Mining Engr.	Kerr McGee
Chimal, Winona	ENMU	Account.	1979	B.S.	Accounting	NM of Gods
Concho, Darlene	NMSU	Fm&Consumer St.	1979	B.S.	Supervisor	NM Empl.Service
Cochise, Rene'Cooper	NMSU	Pol.Sci.	1981	B.S.	Empl.Spec.	IRDI
Cowboy, Ben	NMSU	Rng.Sci.	1979	B.S.	Range Mgt.	BIA
Crawford, Sam	NMSU	CE	1977	B.S.	Engineering	Kerr McGee
Curley, Gerald	UNM	Pol. Sci.	1980	B.S.	Supervisor	BIA/Gallup
Davis, Joann	NMSU	Animal Sci.	1981-82	B.S.	Tribal Chapter	Manager
Esplain, Eugene	NMSU	Ag.Econ.	1979	Ag.B.	ResearchAsst.	NMSU
Francisco, Casey	NMSU	Animal Sci.	1980	B.S.	Land Oper.	BIA
Frank, Laurena	ASU	Ag.	1980	B.S.	Supervisor	NAPI
Frazier, Elaine	NCC	Gen.	1978	B.S.	Instructor	NCC/Ft.Lewis
Gilmore, Jerry	BYU	Soil Conserv.	1981	B.S.	SoilCons.Serv.	USDA
Gleason, Claudia	NMSU	Biology	1978	B.S.	Nav.Academy&IRDI	
Jayne, Joann	ASU	Agric.	1978	B.S.	Ag.R s.Dept.	Navajo Tribe
Jojola, Gwin	NMSU	Indust.Engr.	1981	B.S.	Computer Sci.	IBM
Jojola, Norman	NMSU	Range Sci.	1978	B.S.	Range Sci.	BIA
Jones, Harriet Lucero	NMSU	Business	1979	B.S.	Self-Employed	Lovington
Lalio, Lorentino	NMSU	Govt.	1980	B.S.	Law Student	UNM
Lee, Leroy	NMSU	C.E.	1979	B.S.	Engineer	BIA

Appendix 8b

NEW MEXICO INDIAN GRADUATES - IRDI PARTICIPANTS

Name	University or College	Major	Year Graduated	Degree	Present Job	Organization
Lewis, Wilbur	NMSU	Animal Sci.	1977	B.S.	Agr.Ext.	BIA
Linkin, Louise	UNM		1980	M.S.	Intern	Washington, D.C.
Littlesalt, Loretta	Ft.Lewis	Biology	1979	B.S.	Public Health	Ft. Lewis
Loretto, Geraldine	NMSU	Econ	1978	B.S.	Counselor	CSU
	Colorado State U.	Econ		M.S.	CSU	CSU
Lujan, Victor	NMHU	Bus.Admin.	1980	M.S.	Counselor/Adm.	No.Pueblo
Moore, Gerald	NMSU	Animal Sci.	1981	B.S.	Ag.Ext.	BIA
Nakai, Jonas	NMSU	Comp.Sci.&Math	1978	B.S.	S.W. Data	Albuquerque
Perry, Anthony	UofAriz.	Finance	1978	B.S.	Accountant	Navajo Tribe
Raymond, Tracy	NMSU	Geo.Engr.	1980	B.S.	Geologist	USGS
Salazar, Earl	UNM	Business	1979	MBA	American Univ.	Washington, D.C.
Sanchez, Blanie	NMSU	Range Sci.	1981	B.S.	Range Sci.	BIA
Sandoval, Clyde	NMSU	Animal Sci.	1978	B.S.	Range Sci.	BIA
Sandoval, Merton	BYU	Ag.Econ.	1980	B.S.	Administration	Jicarilla Tribe
Sarracino, Lawrence	UNM	Bus.	1979	B.S.	Administration	
Shenadore, Joseph	UNM	Journ.	1979	B.S.	Reporter	Newspaper
	UNM (entering)	Pub.Admin.	1978	M.S.	Student	UNM
Seon, Eugene	NMSU		1979	B.S.	Adm.	Anaconda
Spencer, Herman	UofAriz.	Ag.Ed.	1978	B.S.	Dir. of Ag.	St.Michael Assn.
Yazzie, Janet	UofAriz	Animal Sci.	1980	B.S.	Instructor	NAPI
	Colorado State U.	Vet.Sci.	1980	B.S.	Instructor	NAPI
Teba, Bernie	NMSU	Finance	1976	B.S.	Adm.	Eight North.Pueblos
Toledo, Rose	Ft. Lewis	Bus.Admin.	1979	B.S.	Supervisor	NAPI,Ft.Lewis
Tsosie, Henry	BYU	Mgmt.	1979	B.S.	UtahNavajoAmConst	Acoma Tribe
Vallo, Prudence	NMSU	Accounting	1978			
Vandeuer, Jerry	NMSU	Engr. Tech.	1977	B.S.	Engr.	Kerr McGee
Waquir, Wayne	UNM	Forestry	1979	B.S.	Forestry	BIA
Washburne, Bessie	NMSU	Ag.Econ.	1981	M.S.	Res.Dir.	Navajo Tribe
Yazzie, Virginia	NMUS	Animal Sci.	1979	B.S.		
	UofAriz.	Range Sci.		M.S.	Grad.Program	U of Arizona

VITA

Buddy Benally
P.O. Box 4555
Las Cruces, NM 88003

March 4, 1953	Born Victorville, California
May, 1971	Graduated from Central High School, Kirtland, New Mexico
January, 1971	Certified Farrier, New Mexico State University
June, 1972 - 1974	Honorable Discharge from USMC (Rank-Cpl.)
October, 1975 - August, 1977	Cattle Ranch Foreman, Navajo Agricultural Products Industry (NAPI), Farmington, New Mexico
August, 1977 - May, 1979	AA Degree as Animal Hospital Technician, Colby, Kansas
August, 1979 - May, 1981	BS Degree, Agricultural and Extension Education
June - August, 1981	Farm Training Instructor for CETA Trainees at NAPI, Farmington, New Mexico
August, 1982 - Present	Currently Graduate Assistant in Department of Agricultural Economics, and Tentative Date of Graduation is June, 1982, for MS.

Professional and Honorary Societies
Kansas Registered Animal Hospital Technician

Hobbies
Basketball, Tennis, Swimming, Team Roping, Horse Racing

I am currently working on a thesis on the feasibility of a Fresh Potato Packing House on the Navajo Indian Irrigation Project (NIIP) and also helping research in a feasibility of a Dairy Operation which will also be on the NIIP. The chairman of my graduate committee is Dr. Bill Gorman, with Dr. Lowell Cattlet and Dr. Jim Libbin serving on my committee. With completion of Master's program I hope to return to work with NAPI in either the Livestock or Farming Production Program.

IRDI has helped me a lot by offering part-time work-study job at NMSU and helping me attain a job as a graduate assistant in the Department of Economics. I feel IRDI has helped many Indian students not only in recruiting to universities but in job placement after students have received some type formal education whether in a co-op or as a permanent job. The High School Orientation program also makes high school students aware of careers.

Appendix 9a

RESUME

Earl N. Salazar
P.O. Box 1073
San Juan Pueblo, NM 87566

Marital Status: Single
Telephone: (505) 852-4178 (Home)
(505) 667-6187 (Work)
Languages Spoken: Spanish and fluent Tewa

EDUCATION:	YEARS ATTENDED
New Mexico State University	1969-1972
University of New Mexico: B.A. Political Science and Minor in Economics	1972-1974
M.P.A. Public Administration and Minor in Economics	1975-1976
American University: M.B.A. Masters of Business Administration, Personnel and Industrial Relations	1979-1982

Honors:
- Ford Fellowship
- American Indian Fellowship

EXPERIENCE:

Organization: New Mexico State Personnel

Date: February 1978 - September 1979

Title: Personnel Research Assistant

Work: Assist in collecting/analyzing data necessary to the planning and designing of programs of research related to personnel management functions; assist in the preparation of technical reports, design and development of new and revised selection procedures; collect data needed for validity and reliability studies; perform job analysis in order to determine and record the pertinent information about the tasks/duties of a job; the data collected through job analysis is then used by the research staff in the preparation of psychometric studies, performance evaluation procedures and related personnel management functions; assists in preparation of material for training programs in personnel management practices, designed and submitted by the New Mexico State Personnel Affirmative Plan to the Human Rights Commission.

Appendix 9b

Organization: Human Rights Commission

Date: August 1977 - February 1978

Title: Civil Rights Specialist

Work: Reviewed and analyzed Affirmative Action Plans and Programs in the public and/or private sectors and provided written reports; interviewed employees to gather facts relative to compliance with Affirmative Action Plans and programs; report to management potential problems attributable to discrimination; reviewed and analyzed personnel records, organization structures, payroll information; completed federal and state reporting forms and compiled statistical data concerning equal employment opportunity conditions; developed and presented training programs to management and employees concerning their EEO responsibilities and rights; maintained contact with minority organization and public employment offices to assist protected groups in job placement in state agencies; compiled, presented and documented a historical overview of civil rights legislation from the time the first Civil Rights Act was passed in 1866, revised in 1964, and amended in 1972 and all legislation up to the present for the Human Rights Commission.

Organization: Up with People

Date: July 1976 - July 1977

Title: Acoustic Guitar Player

Work: Played acoustic guitar for Cast B. Our travels included the states of New Mexico, Colorado, Arizona, California, Oregon, Washington, Florida, Georgia, Alabama, North and South Carolina, the Commonwealth of Puerto Rico and Venezuela.

Organization: University of New Mexico

Date: September 1975 - July 1976

Title: Student Intern

Work: Completed my Internship under Vice-President Alex Mercure, who was Vice-President of Regional and Community Affairs for the University of New Mexico; assisted in the recruitment and selection of minority students for the university; counseled minority students regarding placement and courses offered by the university; assisted counselors at UNM in appraising interest, aptitudes, abilities, and personality characteristics of minority students (mainly Native American); collected, organized and analyzed information regarding the progress of minority students, and conducted research, time and motion studies, and follow-up activities to evaluate the progress of the various students; required the ability to speak English, Spanish, and an appropriate Indian Language (Tewa) to serve as an interpreter between the University and students with language barriers; evaluated personality adjustment of minority students to the university environment with emphasis in culture and environmental factors affecting disadvantaged groups.

Organization:	All Indian Pueblo Council
Date:	May - August 1975
Title:	Research Assistant
Work:	Worked with a research team from the U.S. Civil Service Commission. Compiled and documented data on Indian Employment and Education.

Organization:	Eight Northern Pueblos
Date:	Summer 1972
Title:	Aide
Work:	Gathered news and wrote articles for the Indian Forerunner, a newspaper distributed among the Eight Northern Pueblos. The paper was also distributed to the various Indian groups around the country.

Earl Salazar Addendum to RESUME

I graduated with a Masters of Business Administration (MBA) Degree with a concentration in Personnel and Industrial Relations from American University in Washington, D.C., in June, 1982.

Upon completion of graduate school, I was invited by the National Laboratory in Los Alamos to interview for several positions. I was fortunate to receive an offer from the Laboratory. I am presently working as an Administrative Specialist II within the Personnel Director's Office. The personnel system here at the Laboratory is big and complex. It covers over 7,000 full time employees. I am working with P.A. 12, the Planning and Policy Group. We are not responsible for the day-to-day personnel transactions. We concentrate on long-term studies and planning. We are presently working on the Administrative Manual of the Laboratory. This project covers the whole spectrum of personnel policy. Future projects will be to develop a performance appraisal system and a job evaluation system for the Lab.

My work here at the Laboratory relates to Tribal resource development. All the knowledge and experience I gain is applicable to Indian Tribal development. I purposely chose a major in personnel and industrial relations because of my personal interest in human resource development. Most Indian Tribes in the Southwest have physical resources like coal, gas, and uranium. In addition, many of the Tribes are able to acquire financial resources to develop industrial enterprises. Although financial and physical resources are important to Tribal resource development, one cannot overlook the importance of human resources, especially American Indian human resources and how it applies to the overall concept of Tribal resource development.

American Indians have a unique culture, language, values, etc. However, in order to make Tribal resource development a successful reality, much more time and effort should be expanded on the human resource element of Tribal development. Unlike financial and physical resources which have limitations, American Indian human resources are infinite. American Indians are a proud and capable people. We have the capacity to be totally self-sufficient as well as the ability to strive and attain a better way of life without sacrificing our self-identity and traditions as American Indians.

Appendix 9e

THE NAVAJO NATION
WINDOW ROCK, NAVAJO NATION (ARIZONA) 86515

PETER MACDONALD
CHAIRMAN, NAVAJO TRIBAL COUNCIL

FRANK E. PAUL
VICE CHAIRMAN, NAVAJO TRIBAL COUNCIL

RECEIVED OCT 5 1982

23 SEPTEMBER 82

Ms. Kathyrn H. Tijerina
IRDI
Box 31RD
Las Cruces, New Mexico 88003

Dear Ms. Tijerina:

I am very grateful that IRDI has selected me to be one of the three participants to be spotlighted in your annual report.

I am currently with the Navajo Tribe, Division of Resources. The Division of Resources have several departments and I am working with the Office of Navajo Land Development. This office is responsible for all land withdrawal projects whether it is for agricultural, business, homesite or mineral leases. All land development activities are reviewed by our office.

The major project I am working with now is to design a Land Development Policy that entails all tribal resources development strategies. A copy of my resume is enclosed, I hope this is adequate enough to describe how my job relates to tribal resources development.

Sincerely,

Besse Washburne
Economist

BW/ry
Enclosure

Appendix 9f

RESUME

BESSIE WASHBURNE

1809 Mariyana, Apt. C
Gallup, New Mexico 87301
Telephone: (505) 863-3175

P.O. Box 536
Sanostee, New Mexico 87461
Telephone: (505) 723-2444

PERSONAL INFORMATION:

Birthdate: April 28, 1956
Marital Status: Single

EDUCATION :

M.S. in Agricultural Economics, New Mexico State University, Las Cruces, New Mexico, May 1981. Thesis title: Economic Analysis of Alternative Management Systems for Confinement and Semi-confinement Lamb Production.

B.S. in Animal Science, New Mexico State University, Las Cruces, New Mexico, May 1979.

Fort Lewis College, Durango, Colorado, June 1975 to August 1975; attended 3rd summer session, earned 3 semester hours.

Shiprock High School, Shiprock, New Mexico, May 1975.

WORK EXPERIENCE:

NOVEMBER 1981 - Present

Economist - Office of Navajo Land Development Division of Resources, The Navajo Tribe. Program design, management and evaluation: conduct cost efficiency studies of land withdrawal processes, assist in the recodification of tribal land laws; economic feasibility evaluation of land development projects, socio-economic and socio-cultural impact analysis, benefit-cost analysis, economic planning and impact monitoring; tribal land resources inventory and design of land development strategies; supervise and direct field research and present research findings to tribal government, individuals and communities. Other duties include annual budget and grant writing.

MARCH - SEPTEMBER 1981

Instructor, NAPI/CETA Training Program, Navajo Agricultural Products Industry/Comprehensive Employment Training Act. The program was funded by CETA and NAPI was the subcontractor. Training was for a period of seven weeks, with three weeks of classroom training and four weeks of field training. During the classroom training, there were three instructors and each instructor was responsible for different instructional units. The units I was responsible for are agricultural economics

Appendix 9g

and marketing, crop production, employee relations, management policies and techniques, livestock and irrigation systems and techniques. Most of these units were introductory type of classes, covering the basics in a four hour lecture, some of the lectures were for eight hours. The irrigation unit was for three days. The program gets a new group of trainees every four weeks, with each group averaging about 25 students. Majority of my duties included presenting instructional material and counseling of students on a daily basis.

OCTOBER 1979 -
FEBRUARY 1981

Graduate Research Assistant, Department of Agricultural Economics and Agricultural Business, New Mexico State University, Las Cruces, New Mexico, Dr. William D. Gorman, Thesis advisor. Duties were doing research work for the department and also collecting data for my thesis.

MAY - AUGUST
1979

Veterinary Assistant, Red Rock Animal Hospital, Gallup, New Mexico, Dr. John L. Howard, D.V.M., was my supervisor. I was employed by the hospital during the summer of 1979 and holiday break from the university. Duties ranged from receiving patients to assisting with surgery.

1978 - 1979

Student aid, Department of Agricultural Economics and Agricultural Business, New Mexico State University, Las Cruces, New Mexico, Indian Resources Development Program, Mr. Russel E. Kilgore, Program Director. I worked with the program during the academic year of 1978 and 1979. I helped with the three phases of the Program: Work experience, high school orientation and seminar. I assisted setting up the seminar as to the location of the seminar, participants and speakers. With the work experience, I helped contact possible employers in the agri-business field, with whom the program set up summer internships with the companies. General office work was included in my duties.

May - August
1978

Student Lab Assistant, Department of Range and Animal Sciences, New Mexico State University, Las Cruces, New Mexico, Mr. Ben Gardner. I worked with the Meats Laboratory helping with the meat packing phase of the slaughtering process.

May - August
1977

Student Research Assistant, San Juan Experiment Station, New Mexico State University, Farmington, New Mexico, Dr. Jack Jordan. I assisted with the experiments that Dr. Jordan was conducting pertaining to the horiticultural crops on the station. I also assisted with some experiments being carried out with the agronomic crops.

May - August 1976

Management Intern, Navajo Agricultural Products Industry Irrigation Department, Farmington, New Mexico. I worked under Mr. Charles Schimmels, Irrigation Manager. The majority of my work was with the Center Pivot Irrigation Systems, assisting with repairs and maintenance of these systems. I also helped with Office work and inventory of irrigation products. The other major assignment was when I was assigned with the other departments in the company, where I spent one week on the average for an in depth exposure to the overall operation of NAPI.

AWARDS AND EXTRACURRICULAR ACTIVITIES:

Who's Who Among American High School Students
High Scholastic Achievement Award
Scholarship Awards

Alpha Zeta, a honorary Agricultural Fraternity/Sorority, Member 1978-80.
Block and Bridle, Range and Animal Science students Organization, Member 1977-79.
Collegiate Future Farmers of America, Member 1976-79.
United Native American Organization, Member 1975-79, Vice-Chairperson, 1978-79, Council member, 1977-79.

REFERENCES :

Dr. William D. Gorman, Professor of Agricultural Economics
Department of Agricultural Economics and Agricultural Business, New Mexico State University, Las Cruces, New Mexico 88003

Mr. Russel E. Kilgore, Indian Resources Development Program
Department of Agricultural Economics and Agricultural Business, New Mexico State University, Las Cruces, New Mexico, 88003

Copies of confidential letter of references may be obtained from the Director, Placement and Career Services, P.O. Box 3509, Las Cruces, New Mexico 88003.

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

August 6, 1982

INDIAN RESOURCE DEVELOPMENT AND INTERNSHIP (IRDI) PROGRAM

JOB OPENINGS FOR WORK STUDY STUDENTS

Receptionist/Typist

Job Description: Answer phone, type, file, other duties as assigned; under supervision of Office Manager.

Qualifications: Minimum typing speed: 45 wpm

Preferred Major: Agriculture, Physical Sciences, Business, or Engineering

Preferred: American Indian

Computer Terminal Operator

Job Description: Input and retreive data on office terminal, other duties as assigned; under supervision of Office Manager.

Qualifications: 3 months experience in computer terminal operation, some typing skills

Preferred Major: Agriculture, Physical Sciences, Business, or Engineering

Preferred: American Indian

Case Worker

Job Description: Answer requests for information, research special problems; under supervision of Director and/or Program Coordinator

Qualifications: Knowledge of special student services, some typing skills

Preferred Majors: Agriculture, Physical Sciences, Business, or Engineering

Preferred: American Indian

Research Aide

Job Description: Answer phones, write letters, assist in organization of conferences and meeting deadlines, other duties as assigned; under direction of Program Coordinator

Qualifications: Demonstrated ability to handle detail work, some typing skills

Preferred Major: Agriculture, Physical Sciences, Business, or Engineering

Preferred: American Indian

Appendix 10

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

ird114
81/82

To: High School Counselors, Liaison Officers, Students, & Others

Re: High School Representative for Indian Resources Development and Internship Program (IRDI)

We need a good, out-going Indian student representative in your high school, community, and/or Indian tribe to assist with the IRDI Program, to explain the program and benefits to students, faculty, and others for proposed college majors in agricultural sciences, natural resources, engineering, energy, geosciences, mining, minerals, pest management, hotel, motel, restaurant, tourism and recreation, earth sciences, management, business administration, economics, accounting, marketing, statistics, communications, environment, and related majors. We offer training, work experience, & supply the student offer training, work experience, and supply the student with information, brochures, and material.

The amount of time and work required is limited. We pay $25.00 twice a year, on or about December 10 and May 10 for services rendered.

Suggested types of services would be:

1. Contact and discuss the IRDI Program with Indian students and other Indian people who plan to go to college and provide them with brochures, information, and assistance. Also possibly, some contacts with high school and college graduates, employees and others who may be interested in the IRDI Program for college degrees and graduate degrees.
2. Regular contact with high school liaison officers, counselors, officials, and teachers on IRDI Program information.
3. Arranging meetings with students, counselors, and others for IRDI Program Director's visits to your high school or community.
4. Contact with tribal, pueblo, and BIA scholarship officers and counselors on scholarships and grants for students who are planning to attend college.
5. Provide information to teachers, counselors, students, and others on summer programs at universities/colleges for Indian students. List will be provided to you annually.
6. Assist with recruiting high school students for summer college programs.
7. Other contacts as requested.
8. Other assistance as needed and agreed to.
9. Preparing and sending a monthly report on activities related to IRDI, contacts, meetings, accomplishments, questions needing answering, requests for information, suggestions, and requests for material. A copy of the proposed monthly report is enclosed. Reports should be submitted in time to reach the IRDI Office by the 10th of each month.

Our contact will be by telephone calls, letters, and periodic visits -possibly one or more times each semester.

We will supply college and university brochures on majors and other information as needed. Material furnished will be primarily for universities and colleges in your state. Information on institutions in other states will be sent on request and we will provide:

1. An attractive sign or signs to place in the counselor's office and/or other desirable places listing the campus representative.
2. We will provide adequate calling cards providing a place for the representatives name and other information.

The enclosed brochure and applications on the Indian Resources Development & Internship Program (IRDI) provides additional program information.

Program benefits for college students include but are not limited to: 1. Travel opportunities.

2. College on-campus work/study opportunities for pay, usually as a part of university work/study aid.
3. Choice of majors and universities.
4. Selected college participants may attend the expense-paid annual Indian Leadership Seminar, other seminars, & field trips.
5. Off-campus summer work experience assignments for pay.
6. Coop -six months or a semester- major related work experience assignments off-campus for pay rotated with six months or a semester of on-campus college study annually after completing the first year of college.
7. Graduate study opportunities, masters, and Ph.D. with related work experience assignments for pay including part-time employment and/or teaching and research assistantships in universities of the graduate's choice.
8. Postgraduate training positions and job placement assistance.
9. Advice, guidance, and counseling.
10. Opportunity to participate and serve as IRDI representative for pay while attending universities/colleges.

Students eligible to participate in the IRDI Program include college-bound high school students and graduates, present college students, drop-outs who want to return to college, and college graduates who drop-outs who want to return to college, employed persons desiring to upgrade, and college graduates who want to work on master's and Ph.D. degrees in most areas of natural resources, economics, energy development, operation, and management in colleges of agriculture, business, economics, engineering, mining, natural resources & colleges with related majors.

We are looking for good students who are serious about career preparation, a 2.5 or better grade point average (GPA) should be maintained in high school and college. We have lots of help for those students desiring to become professionals.

Those interested in serving as an IRDI Representative for your high school, tribe, or community, please advise us by telephone or letter. If you have questions or need further information, please don't hesitate to call me collect at 505-646-1347 or write to me at NMSU, Box 3IRD, Las Cruces, NM 88003. Please use the attached envelope for your reply.

Sincerely yours,

Russell E Kilgore

Russel E. Kilgore
Program Director - IRDI

Appendix 11b

enclosures

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

irdi15
81/82

To: Counselors, Leaders, Friends, and Others:

Re: Recruitment of an Indian Resources Development & Internship Program (IRDI) Representative for University/College, Tribe and Community

The IRDI Program needs one, or more, student representatives on your campus for the coming school year to assist with the Indian Resources Development & Internship Program (IRDI). An IRDI representative may also be desirable for Indian tribes and communities. A copy of the IRDI program brochure, applications, and my business card are enclosed.

The amount of time and work required will be limited. We will pay $50.00 twice a year, on or about December 10 and May 20, for services rendered. A reasonable payment could be arranged if the summer quarters or sessions are also attended and for tribe and/or community representatives during summer and other periods.

Suggested services include:

1. Contact and discussing the IRDI Program with Indian students and tribal leaders.
2. Contact with university officials, counselors, faculty, and others.
3. Arranging meetings with students, clubs, and organizations - possibly some faculty - on periodic visits to your campus, tribe, or community.
4. Contact with student IRDI Program participants on the Annual Indian Leadership Development Seminar, other seminars, and trips.
5. Contact with student IRDI participants and other Indian students on work experience and cooperative (coop) education assignments and permanent positions.
6. Contact with the tribal, BIA higher education officers, & education counselors for your campus.
7. Possible contacts in home communities explaining the program to students, tribal members, leaders, and others.
8. Keeping an up-to-date list of Indian college students on campus, including current addresses, telephone numbers, changes

Appendix 11c

in majors, and assistance needed by students and others.
9. Making a monthly report of program activities.
A copy of the report outline is enclosed.

We will provide information, IRDI brochures and applications, brochures on college majors, career and job opportunities, attractive signs for placement in selected locations listing the IRDI representative business cards for the representative's use. Contacts with the IRDI office would be by telephone calls, letters, and periodic visits to your campus; possibly one or more each semester.

If you would be willing to assist as our IRDI representative, please write or call collect at 505-646-1347. If for some reason you cannot assist, please suggest another individual whom we may contact.

Sincerely yours,

Russel E Kilgore

Russel E. Kilgore
Program Director - IRDI

enclosures

Appendix 11d

1982 Spring Semester IRDI Campus Representatives
(As of 2-5-82)

High School Representatives:

Bloomfield High School
Box Elder High School (Brigham, Utah)
Cholla High School (Tucson, AZ)
Cuba High School
Crownpoint High School
Dulce High School
Flagstaff High School
Fredonia High School
Gallup High School
Grants High School
Highlands High School
Jemez Valley High School
Los Lunas High School
Navajo Academy (Farmington)
Rehoboth High School
Ruidoso High School
St. Catherine's High School
St. Micheal's High School
Santa Fe High School
Taos High School
Thoreau High School
Tohatchi High School
Tularosa High School
Winslow High School
Yuma Union School
Magdalena Municipal HS
McCurdy High School

Lyda Colman
Kim Nez
Rene Hernandez
Annabella Castillo
Marlene Bitsui
Valerie Gomez
Pearly A. Esketts
Tina Spute
Vivian Yazzie
Harold Felipe
Paula Fisher
William Chinana
Lawrence Waconda
Vickie Lee
Clarence Smily
Connie Hosetosavit
Phillip Stevens
Patsy Wauneka
Janet Carpio
Rebecca Maldado
Mark Lujan
Michelle Begay
Charlene Manuelito
Shawn Begay
Lorena Moore
Mike Emboolah
Annabelle Pino
Teresa Naranjo

College Representative:

Brigham Young University
Colorado State University
Mary College
Navajo Community College (Tsaile, AZ)
NMSU-Grants Branch
NMSU-AG, Las Cruses
NMSU-Engineering; Las Cruses
Northern Arizona University
Oklahoma State University
Phoenix College
UNM

Marlene Begay
Cameron Martinez
Patty Fredericks
Luci M. Davis
Edward Yazzie
Shawn Dee Fredericks
Unabelle Willeto
Raymond Concho, Jr.
Steve Lawrence
Joshua Mikesuch
Ethel Sales
Emerson Eskeets

Appendix 11e

Southern Utah State College	Greg Farrell
University of Arizona	Virginia Yazzie
University of Maryland	Oliver Moore
University of Montana	Joseph T. Jessepe
University of Nevada-Reno	Arnold Aragon
UNM-Santa Fe Branch	Joseph B. Skenandore
Weber State College	Cordelia Abel
Western New Mexico University	Frieda M. Martinez
Universtiy of Utah	Anthony Jake
San Juan College	Malinda Mike
Ft. Lewis College	Rick Bennett

Appendix 11f

COLLEGE OF ARTS AND SCIENCES

COLLEGE OPPORTUNITY PROGRAM FOR ENRICHMENT
Box 3335/Las Cruces, New Mexico 88003
Telephone (505) 646-2001

NEW MEXICO STATE UNIVERSITY

May 11, 1982

Russell Kilgore
Training Coord./Agr. Econ.
Box 3169, NMSU
Las Cruces, NM 88003

Dear Russell,

With the possible drop in enrollment this fall due to cuts in student aid, retention has become a primary concern. The COPE Program is designed to help borderline students through their freshman year by offering skill-building classes in written and verbal communication, reading and study skills and small tutorial classes in conjunction with several courses which satisfy general education requirements.

A study by American College Testing (ACT) has shown that basic skills programs not only generate enrollment but support academic standards. ACT recommends at least one semester of remedial work for any student who has a composite score of 16 or below. (John Rueche, UT Austin, ACT sponsored workshop, Advising Underprepared Students, Dallas, Texas, January, 1982.)

A memorandum from Paul Vaughn, Chairman of the January Quality of Education Conference contained the following paragraphs:

"STUDENT BARRIERS SUMMARY"

"The high school to college transition is pivotal to student achievement in the university. Entering students are too often lacking in basic skills, clear purpose, and motivation. The university conveys an impression of insensitivity to the needs of entering students by allowing large classes, less than superior instruction, poor and impersonal advising, and an inadequate offering of required courses."

"Specific Obstacles"

"1. Many entering students lack the basic skills needed to succeed in the university. They have not been adequately guided in their selection of high school courses so as to prepare themselves for university-level work.

Appendix 12a

2. An alarming number of students lack motivation and enthusiasm for the learning process.

3. Large classes, poor advising, limited choice of courses, and instructor's attitude may lead students to the perception that the university is callous at worst and indifferent at best.

4. Lack of clear definition of requirements and expectations inhibits communication between the students and other segments of the university. Students tend to view themselves as unheard and without recourse to resolve valid complaints."

I would like to point out that the COPE Program is specifically designed to overcome the above obstacles except possibly the last. Classes are highly personalized and individualized; they build success and self-confidence as well as basic academic skills. Our core of basic skills courses includes English language, use of the library, career planning, campus information, interpersonal skills, goal-setting, time management, problem solving, and self-management.

New Freshman registration is approaching, so I would like to invite you to review the enclosed course descriptions and brochures. If you have students that you think could benefit from the COPE Program, someone from our office will be available at all registrations. If we can be of help in any way please contact our office at 140 Breland Hall, or phone 646-2941.

Sincerely,

Shirley Richardson

Shirley Richardson
Coordinator/COPE

SR/cf

Enclosures

Appendix 12b

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRD)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

To students who are interested in applying for the American Institute of Certified Public Accountants (AICPA) scholarships for Minority Graduate students in Business. For applications and additional information, please come by Indian Resources Development and Intership Program office and ask for Willie or Rene. The telephone number is 646-2842.

xc: Mr. Grahm Holmes
American Indian Programs
Chicano Programs
Black Programs
Business Administration Dept.
Accounting Dept.
Finance Dept.
Rene Cochise ✓
Willie Rodriguez

Appendix 13a

AICPA

American Institute of Certified Public Accountants
1211 Avenue of the Americas, New York, New York 10036 (212) 575-6200

To Students who are interested in applying for the
AICPA Scholarships for Minority Graduate Students
in Business

Thank you for expressing an interest in the AICPA Scholarships for Minority Graduate Students in Business. These scholarships are granted by Minority Recruitment and Equal Opportunity Committee from the Accounting Education Fund for Disadvantaged Students. This fund is made up of contributions from the AICPA, public accounting firms, corporations, individual CPAs and others.

Attached is a scholarship application, but before you begin to prepare it, please read the following:

1) In order for you to be eligible for a scholarship you must be:

   - A minority student who is in a five year accounting program or has the following majors:

Undergraduate	Masters
1) Accounting	Accounting, Business Administration, Finance, Taxation
2) Any other	Accounting

   - A citizen of the United States or an individual who has permanent resident visa status.

2) All information requested must be supplied.

3) Please complete in black ink or type.

4) The application must be signed by the responsible financial aid officer of your college or university.

5) Current transcripts for all completed college work, undergraduate and graduate, must be received by the due date.

6) Application must be received by:

   July 1 for consideration of scholarships for the full academic year or fall semester.

   December 1 for the spring semester

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

ird120
81/82

To: Indian College Students

Re: Work Experience and Cooperative Education Assignments

The Indian Resources Development & Internship Program (IRDI) is in the process of arranging 1982 work experience assignments for pay for Indian students desiring to participate in the Internship Program. Work experience assignments can be available for the summer months, longer periods (beginning in April, May, and June) and for cooperative education assignments, beginning in January, April, May, June, July 1982, and January 1983. A copy of the IRDI brochure, undergraduate and graduate applications are enclosed.

Cooperative education (coop) assignments can start after the first college year and are usually for about six months off-campus, rotated with a semester of study on your campus. This process can be continued annually until the student receives a bachelor's degree. Travel and a start-up allowance can be available on work experience assignments.

While we arrange many work experience and coop work assignments, you and others may assist with looking for and arranging assignments. Please complete and return the following enclosed forms immediately: 1) appropriate IRDI application, 2) information questionnaire, 3) federal application form 171, 4) up-to-date resume, 5) a certificate of Indian blood, and 6) an up-to-date college transcript. We will need these forms and information without delay in order to be of the best service to you and to employers in matching your qualifications with the best possible work experience and coop work assignments.

Please print or type the forms carefully, accurately, and answer all questions. Certificates of Indian blood can be secured from your Bureau of Indian Affairs Agency. NMSU and Branch students, receiving coop assignments, will need to complete a NMSU Coop Application and pay $5.00, the enrollment fee for the college term you are on a coop assignment. Students attending other universities must comply with their coop requirements. If you desire college credit for summer work experience or coop assignments, you should arrange with your academic advisor and major department at the university or college you attend.

We would like for all interested Indian college students to have the opportunity to participate in the IRDI Program, work experience, and coop assignments. NMSU students may wish to come by our office in Room 104 of Baldwin Hall. Students at other colleges and universities may contact their IRDI

Campus Representative, Indian Counselor, Coop Director, and/or Placement Officer, who are usually available to assist with resumes.

Assistance on preparing resumes and arranging work experience assignments may be available at the Placement or Employment Office at your university.

For additional information, forms, or assistance, please write or call our office at 505-646-1347.

Sincerely yours,

Russel E Kilgore

Russel E. Kilgore

enclosures: Brochure
Undergraduate & Graduate Applications
Resume Guide & Questionnaire

Appendix 14b

Indian Resources Development & Internship Program (IRDI)
1982 Work Experience Information Questionnaire

Date____________________

1. Name ________________________________ University/Collge ____________________

   Major ________________________________ GPA to Date ____________________

   Class Standing: Freshman____ Sophomore____ Junior____ Senior____ Graduate____

   When do you plan to graduate? ________ Degree: BS__ BA__ MA__ MS__ Ph.D. __

2. Are you available for 1982 summer work experience? ______ When? ______

3. Are you interested & available for 1982 coop assignments? ________

   When? January 82 ___ Summer 82 ___ Fall 82 ___ January 83 ___

4. Where would you prefer to work? ____________________

5. If work preference is not available, would you consider other locations? ____

6. List your preference on kind of employment. (Pay will vary, but will not be less than minimum wage.) ____________________

7. If you plan to attend college/university this summer (1982), please list:

   College/University ____________________ Major ______________

8. Current college address & telephone number: ____________________________

   ________________________________ ________________

   Current home address & telephone number:

   ________________________________ ________________

   Other addresses or telephone numbers where you may be reached during the 1982 summer: ____________________________

9. We may be able to assist with a start-up allowance & travel, please indicate how you plan to travel to work or coop assignment: Air____ Bus____ Personal Vehicle_____

10. Marital Status: Single ___ Married ___ Divorced ___ Widowed ___

11. You are encouraged to look for work experience/coop assignments and request assistance from your university advisors & placement officers. In case you have summer or coop employment already arranged, please list the name of the company or agency, location, supervisor, & the kind of work. We may be able to help with a start-up allowance & travel. ________________________________

12. Living quarter arrangements during work assignments are the responsibility of the student to be paid for out of your salary.

13. Name & Location of your BIA Agency: ____________________

    Your Tribal Office nearest to your home: ________________

    Your Tribe & Census Number: ____________________

This information does not obligate you to accept work experience, but does help us in locating assignments. Be sure to complete all information and return to our office. If you have any questions, additional information, assistance, or additional forms, please feel free to contact our office.

Sincerely,

Russel E Kilgore

Russel E. Kilgore
Program Director

Appendix 14c

Please consider carefully & complete accurately in order to give the best information about yourself to potential employers. Your university placement office may have assistance available in resume preparation.

RESUME GUIDE

Name ______________________________ Date ____________

College Address ______________________________

College Telephone Number ______________ Home Telephone Number ______________

Home Address ______________________________

Personal Information:

Age ____ Birthdate ____ Marital Status ____

Education:

High School Attended ______________________ Yr. Graduated ________

Location ______________________________

List all colleges/universities that you have attended or are now attending.
List the most recent first.

Name of Institution	Location	Major	Attendance Dates

Class Standing: Fr ____ Soph ____ Jr ____ Sr ____ Gr ____

What university/college are you currently attending or plan to attend? ____________

When? ____________

Work Experience:

Date	Job Title/Type of Work	Company/Employer	Location

Current Position: ______________ Career Objective: ______________

Hobbies: ______________________________

Other Information:

____

____

____

____

____

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

AMERICAN INDIAN STUDENTS

1982 SUMMER EMPLOYMENT OPPORTUNITIES

Sophomores, Juniors, Seniors, & Graduates
Majoring in All Fields of
Engineering, Business Adm., & Sciences

Mr. Woody Carbine and Mr. Elmo Osborne, CERT Representatives, will be at Placement and Career Services, room 224 Garcia Annex, 11:00 am to 5:00 pm Friday, February 5th to interview Indian students for summer employment.

Positions will be with companies in the Denver, Colorado area for 10 weeks during the summer of 1982. Salary range is $700-$1200 per month depending on major, education, and experience. The weekly work program will include 4 days work and 1 day classroom participation in Tribal Management and Reservation Economics. CERT plans to arrange for college credit.

American Indian college students and graduates may apply on a walk-in basis from 11:00 am to 5:00 pm Friday, February 5th only. Please bring a current resume'.

For additional information and assistance call or come see:

Rene' Cochise 646-2842
Indian Resources Development
Room 106 Baldwin Hall

or:

Barbara Hardesty 646-1631
Placement and Career Services
Room 224 Garcia Annex.

Appendix 15a

ACKCO, INC.

AMERICAN INDIAN PROFESSIONAL SERVICES

3300 Arapahoe Avenue
Suite 221
Boulder, Colorado 80303
Telephone (303) 444-3911

Board Members

Egan Artichoker
President-Chairman

Susan White
Secretary-Treasurer

Gene Artichoker
Member

May 27, 1982

Ms. Renee Cochise
Indian Resources Development
 and Internship Program
New Mexico State University
Box 3169
Las Cruces, New Mexico 88003

Dear Ms. Cochise:

I would like to take this opportunity to tell you how much I enjoyed our visit yesterday. I appreciate the time you took to acquaint me with your program.

Enclosed, per our conversation, are one hundred (100) brochures relating to the American Indian Jobs/Skills Bank and a sample preliminary packet. If you have any questions regarding the Bank or its services, please do not hesitate to call on our toll free line, 1-800-525-2859.

Thank you for your assistance in publicizing the national American Indian Jobs/Skills Bank; I appreciate your cooperation and hope that the Bank will be of service to your students.

Sincerely,

Susan White
General Manager

enclosures

Judy / Francine

Appendix 15b

June 2, 1982
IRDI-0007

Dear

Enclosed is a brouchure about the American Indian Job/Skills Bank located in Boulder Colorado. It is an American Indian professional service corporation, Indian owned and operated. The staff is experienced in Indian education, tribal organizational development and management. In trying to keep a perspective that allows for an overview of Indian affairs, they maintain a cooperative working relationship with tribal, state and federal government agencies, national organizations and community groups.

If you have any questions after reviewing the brouchure please do not hesitate to call their toll free line, 1-800-525-2859. I hope this information may be of service to you.

Sincerely,

Rene' Cochise

Rene' Cochise
Employment Specialist

cc: Kathryn Tijerina, Director

Appendix 15c

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

May 12, 1982

Dear

Ochoco National Forest has requested Indian Resource Development and Internship Program to provide them with the names of possible student employee candidates to work in Prineville, Oregon for the summer. This job placement can possibly lead to further employment during the summers to come and maybe permanently after graduation. If you are interested, please fill out the application enclosed as soon as possible and send it to:

Ochoco National Forest
P.O. Box 490
Prineville, Oregon 97754
Attn: Cheri Smith

It is our intention to try and place as many students as possible in summer jobs. The forestry department offers many opportunities and challenges for eager students to get job experience while at the same time valuable learning experience for future endeavors.

We hope your semester was exciting and that you did well in your classes. May your summer be an enjoyable one and we hope to hear from you soon.

Sincerely,

Willie C. Rodriguez
Research Aide

xc: Rene' Cochise

WR/djb

Appendix 15d

IRDI Students Who Have Employment for the Summer of 1982

1. Unabelle Willeto
P.O. Box 1020
Crownpoint, NM 87313
Employer: CERT

2. Cindy Madrid
559 Brown Road
Las Cruces, NM 88001
Employer: White Sands Missile Range

3. Raymond Concho
P.O. Box 404
Acoma Pueblo, NM 87034
Employer: CERT, Burroughs Corp.

4. Charlotte Yazzie
P.O. Box 106
Tohatchi, NM 87325
Employer: Southern Pueblo Agency

5. Shawn Fredericks
P.O. Box 116
Halliday, ND 58636
Employer: The Ranch

6. Aneva Yazzie
P.O. Box 106
Tohatchi, NM 87325
Employer: Hewlett Packard

7. Casy Fredericks
P.O. Box 116
Halliday, ND 58636
Employer: The Ranch

8. Eldred Lesansee
P.O. Box 242
Zuni, NM 87327
Employer: CERT

9. John Fredericks
P.O. Box 531
Popular, MT 59255
Employer: BIA

10. Thora Walsh
P.O. Box 2704
Las Cruces, NM 88001
Employer: BIA Forestry in Mescalero

11. Cameron Martinez
1409 San Andres Dr. N.W.
Albuquerque, NM 87107
Employer: BIA in Albuquerque

12. Stephen Graham
P.O. Box 1027
Paquate, NM 87040
Employer: CERT

13. Deana Concho
P.O. Box 404
Acoma Pueblo, NM 87034
Employer: H.S. Orientation

14. Marilyn Benally
P.O. Box 534
Bloomfield, NM 87413
Employer: CERT

15. Aldon Francisco
P.O. Box 297
Tohatchi, NM 87325
Employer: CERT

16. Shawn Duncun
P.O. Box 355
Casa Blanca, NM 87007
Employer: CERT

17. Harold Ried
Zia Pueblo
San Ysidro, NM 87053
Employer: Southern Pueblo Agency

18. Stanley Edison
P.O. Box 1128
Tohatchi, NM 87325
Employer: Navajo Tribe

19. Orlinda Brown
Drawer V
Gallup, NM 87301
Employer: CERT

20. Stanford Lalio
1505 La Fonda
Las Cruces, NM 88001
Employer: Tribal Court, Paralegal Assistant

Appendix 15 e

21. Peter Fredericks
314 South Anderson
Bismarck, ND 58401
Employer: IRDI

22. Cheryl Coleman
1410 Wyoming #10
Las Cruces, NM 88001
Employer: Navajo Tribal Courts

23. Adam Romero
P.O. Box 824
Espanola, NM 87532
Employer: Navajo/Hopi Relocation Commission, Flagstaff, AZ

24. Minnie Ortiz
P.O. Box 872
Cuba, NM 87013
Employer: Stone Lodge, CO

25. Brenda Othole
General Delivery
Zuni, NM 88003
Employer: Assistant to Tribal Administrator

26. Angela Mora
Employer: H.S. Orientation

27. Kenneth Tsosie
Employer: H.S. Orientation

28. Darlene Armijo
Employer: H.S. Orientation

29. Susan Lorenzo
Employer: H.S. Orientation

30. Donna Begay
1235 Wingate Road
Las Cruce, NM
Employer: NMSU, Computer Science Department

31. Johnny Wilson
1555 Telshor 13-D
Las Cruces, NM 88001
Employer: CERT

32. Marvin Roanhorse
P.O. Box 4092 U.P.B.
Las Cruces, NM 88001
Employer: NMSU, Golf Course

33. Anna Gaydos
1315 East Mesa
Las Cruces, NM 88001
Employer: CERT

34. Terrance Curley
CU Box 20474
Flagstaff, AZ 86011
Employer: PHS Indian Hospital, Santa Fe, NM

35. Fred Nahwooksy
Rt. 1, Box 150
Norman, OK 73069
Employer: Summer Internship in Washington, D.C.

BUREAU OF INDIAN AFFAIRS
CENTRAL OFFICE
DIVISION OF PERSONNEL MANAGEMENT
WASHINGTON, D.C.

COOPERATIVE EDUCATION PROGRAM AGREEMENT

Appendix 16a

BASIC AGREEMENT

This agreement constitutes an understanding between the Bureau of Indian Affairs Central Office, and the New Mexico State University for the establishment and operation of a cooperative Education Program. Under this agreement, selected students from New Mexico State University (NMSU) will alternate periods of study on-campus with periods of study related work experience at various Bureau of Indian Affairs offices.

The Bureau of Indian Affairs is in the process of implementing a Bureau-wide Career Development System. This system is constructed of a number of interrelated programs which serve as a "ladder" by which employees may advance, competitively to the limit of their potential. The Cooperative Education Program is an important part of the Bureau's Career Development System which provides periods of study-related, paid employment for students in 2-year or 4-year colleges who are pursuing a baccalaureate curriculum in which the work experience is related to the course work. The program is conducted in accordance with a planned schedule and a working agreement between the employing agency and the educational institution.

A cooperative education student is a student participant appointed under Schedule B, Section 213.3202(a) of Civil Service regulations. This definition excludes the following:

1. High school students and students in 2-year colleges or other institutions who are not pursuing a baccalaureate curriculum.

2. Graduate students.

3. Enrollees in manpower or education programs who are hosted by Federal agencies at no cost to the agency, or on a cost-reimbursable basis (e.g., enrollees in College Work-Study and Vocational Work-Study programs).

4. Students enrolled in baccalaureate curricula appointed by agencies under appointing authorities other than Section 213.3203(a) of Schedule B.

5. Volunteers; without-compensation (WOC) employees; and persons serving with stipends such as are provided under action programs.

OBJECTIVES

1. To attract to the Federal service students who are preparing for careers that are, or are anticipated as being, in a shortage category, either nationwide or in limited geographic areas.

2. To encourage student interest in new or developing occupations and professions.

Appendix 16b

3. To support equal employment opportunity.
4. To provide early exposure to the work environment for college students who are physically handicapped.
5. To relieve situations in which recruitment traditionally limited exclusively to one sex.
6. To build an understanding of Bureau job opportunities among students and college personnel, especially in colleges that have not previously been strong recruiting sources.
7. To bring about a stronger relationship between the efforts of educators and the occupational needs of employees and students.

RESPONSIBILITY

New Mexico State University

1. Appoint a coordinator to work closely with the Central Office Division of Personnel Management for exchange of information and program coordination.
2. Inform students of career opportunities within the Bureau of Indian Affairs and publicize scheduled visits by the Bureau coordinator.
3. Supply the Bureau with a current resume (SF-171), a certificate of Indian blood, training and evaluation records.
4. Provide student advisement through periodic follow-up counseling.
5. Coordinate starting and ending date for employment.
6. Advise the Bureau immediately of any administrative action affecting student's status such as probation, change of major, changes in work schedule, transfer to another school, separation from school, and supply any other student data needed by the Bureau which the university is authorized to release.
7. Take appropriate action to strengthen the relationship between study and work assignments.

Bureau of Indian Affairs - Division of Personnel Management

1. Appoint a coordinator to work closely with NMSU for information exchange and program liaison.

2. Keep NMSU informed of opportunities for student employment, including geographical locations and positions.

Bureau of Indian Affairs - Area Personnel Officer

1. Consider all qualified students recommended by NMSU and select appointees from among candidates referred as co-op vacancies permit.
2. Handle all personnel processing related to employment, promotion, and keep the school informed concerning any significant student accomplishments, awards, personnel actions which may effect tenure or status of students.
3. Orient students to the Bureau of Indian Affairs and provide them with increasingly responsible work assignments directly related to their career field.
4. Provide close supervision and counseling to students to guide them in carrying out their assigned responsibilities and to inform them of their rights, privileges and opportunities as Federal employees.
5. Furnish NMSU with supervisory student evaluations after each work period and additional information requested by NMSU to assure effective mutual cooperation and successful program operation.
6. After nominations have been made, notify the college of the selection or non-selection of candidates. Notification will take place within 45 calendar days from receipt of the application.

PROGRAM DESIGN AND SCHEDULING

Dependent upon NMSU's scheduling procedures (e.g., quarter, trimester, semester), there will be at least two periods of employment alternating with periods of academic study. The students total employment must be at least 26 weeks (1040 hours) of full-time cooperative education work experience in a pay status (or its equivalent on a part-time basis if the Commission has approved the part-time arrangement). One work period must be within 18 months of the student's expected graduation date.

CONDITIONS OF EMPLOYMENT

1. Be in attendance (as opposed to being accepted or registered) at New Mexico State University on a substantially full-time basis and must be pursuing a major field of study closely related to the job for which being considered.
2. Must have completed one year of formal study at a post-secondary school.

3. Be enrolled in NMSU's Cooperative Education Program.

4. Be recommended to the Bureau by the appropriate staff of NMSU for a co-op position.

5. Maintain at least a 2.0 overall scholastic average on a 4.0 scale or equivalent, and have a record as a student that in all respects is predictive of graduation.

6. Be a citizen of the United States of America and meet the sons and daughters limitation specified for competitive service in Federal Personnel Manual Chapter 338.

7. Be highly motivated, willing to learn and interested in performing in highly successful manner.

8. Be responsible for paying tuition and travel during the entire program.

9. Indian preference will apply in the employment of cooperative education students for work-study positions in the Bureau of Indian Affairs.

APPOINTMENTS AND PROMOTIONS

The initial appointment will be as a student trainee in the excepted service under Schedule B, Section 213.3202(a). All appointments are for the period not to exceed close of business of the 90th calendar day after the students anticipated graduation from college. Under this first appointment, students will receive the grade for which they qualify.

Students who maintain the standards of the Cooperative Education Program become eligible for promotions when they satisfy academic and experience qualifications requirements as follows:

Eligibility for:	Requirements:
Student Trainee, GS-3	One full academic year of study (completion of 30 semester or quarter credits or equivalent).
Student Trainee, GS-4	Two - full academic years of study (completion of 60 semester or 90 quarter credits or equivalent).

Student Trainee, GS-5	Three-fourths of the total number of periods of sudy required by NMSU for the bachelor's degree (completion of 90 semester or 135 quarter credits or equivalent) and one period of satisfactory federal employment as a student trainee, GS-4. or Two and one-half years of academic study (completion of 75 semester or 113 quarter credits or equivalent) and 6 months of satisfactory federal employment as a student trainee, GS-4.

A "full academic year of study" is a period or combination of periods of study at the school equal to two semesters or three quarters.

STUDENT WORK SCHEDULES

1. Schedules will involve alternative periods of full-time study and full-time work.

2. Work periods may include summers but must not be confined to summers.

3. Work will be scheduled so that the student, by the date of graduation can complete the required number of periods and hours of work required to make him eligible for noncompetitive conversion to a career or career-conditional appointment during the 90 days after graduation.

REMOVAL FROM PROGRAM

A student's appointment may be terminated at any time for any of the following reasons:

1. Resignation

2. Change to a curriculum which will not qualify him for position

3. Suspension, expelsion or withdrawal from the university

4. Unsatisfactory work performance

PAY, LEAVE AND BENEFITS

1. During the work period, students are paid according to their grade level; i.e., GS-3, 4, and 5, and are eligible for holiday and overtime pay according to Federal law and administrative action.

2. Annual and sick leave is accrued according to Civil Service regulations and, contingent upon supervisor approval, may be used as it is accrued. Sick leave may be carried over during periods of leave-without-pay, but annual leave should be used prior to entering into a leave-without-pay status.

3. For students holding appointments which exceed 1 year, participation in the Federal Retirement System is mandatory. In the unforeseen situation in which the appointment is less than 1 year, the student will be covered by FICA.

4. The student will receive regular life insurance provided to employees unless he or she waives it. If the student is expected to be in a pay status for at least one-third of the time of the appointment, he or she may elect optional life insurance and health benefits.

5. When not in pay status, students will be placed on leave-without-pay.

PERFORMANCE APPRAISALS

During the first work period, the student's strengths and weaknesses are carefully observed and assessed. Assistance is given on a continuing basis in areas which need improvement. The supervisor and at least one other staff member who has worked with the student will review the student's job performance and develop a written evaluation two weeks before the initial work period ends. Based on this evaluation, a decision will be made to:

- retain the student in the program; or
- terminate the student's employment at the end of the first work period.

1. The student's work performance will be evaluated before each consecutive work period ends. This evaluation will be filed in the student's Official Personnel Folder and a copy sent to NMSU.

2. Students who resign from their position must submit a letter of resignation to the Bureau's Division of Personnel Management Coordinator two weeks before the effective date of resignation.

EFFECTIVE DATE, MODIFICATION AND TERMINATION OF AGREEMENT

1. This agreement may be changed or rendered obsolete at any time by Executive Order or Civil Service Commission, Departmental or Bureau of Indian Affairs manualized guidance upon which it is based.

2. This agreement is void when there have been no students from NMSU employed by the Bureau for a 12 month period. A new agreement must be executed when student placements are resumed.

3. This agreement becomes effective upon signature of all parties.

	Maurice T. Hamilton
Assistant Secretary - Indian Affairs	New Mexico State University Coordinator
	8/23/78
Date	Date

Appendix 16h

HOST

Have you been a good
Forest Service Host today?

May 13, 1981

Dear Mr. Kilgore:

Attached is the student requisition for the Range Tech. GS-5 position on our Madison Ranger District in Ennis, Mt. Applicants for this peition must complete the application form 6100-23 and these along with the requisition must be returned to the Beaverhead Forest. The Ranger indicated that this job will require working alone quite a bit and using initiative.

Although I do not have a requisition for the Sheridan Ranger District in Sheridan, Mt., they also have some range vacancies If you have any prospects to fill these additional vacancies please have them complete applications and send them to me along with the other ones for the Madison Ranger District. The vacancies are for GS-3's, 4's and one 5.

Please advise applicants that Part II Education, Part III Special Skills and Part V Work Experience should be completely filled out as these are the items that selection is based on.

Thank you for your assistance in this program. I am hopeful that we can place your students, and that the work experience provided tp them will be beneficial.

Sincerely,

Jean Leith

Jean Leith

BEAVERHEAD NATIONAL FOREST
BOX 1258
DILLON, MONTANA 59725

Forest Service
U. S. Department of Agriculture

Appendix 17a

United States Department of the Interior
GEOLOGICAL SURVEY
RESTON, VA. 22092

December 29, 1981

Ms. Mary Natani
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210

Dear Ms. Natani:

I enjoyed meeting you at the AISES conference in Phoenix last month, and I am following up now on my promise to send you a copy of the directory, "Student Enrollment in Geoscience Departments 1980-1981." As I mentioned to you, this directory has a section on minority student enrollment by university and academic level; I hope you will find it useful.

The Geological Survey remains under a total hiring freeze as of this date. The freeze is expected to last for many months yet, thus making our summer student, and other employment plans very nebulous.

The spirit and motivation of the young Indian scientists and engineers I met in Phoenix were very encouraging to me and I look forward to some of them joining the USGS when hiring conditions permit.

Sincerely,

Penny Hanshaw

Penelope M. Hanshaw
Deputy Chief Geologist

Appendix 17b

United States Department of Agriculture
Forest Service
Pacific Northwest Region
319 S.W. Pine
P.O. Box 3623
Portland, OR 97208

Reply to: 6130

Date: March 23, 1982

follow-up letter

Aug 2[illegible], 198[illegible]

Russell Kilgore -. Program Director
Indian Resource Development & Internship Prgm
New Mexico State University
Box 3 IRD
Las Cruces, NM 88003

Dear Mr. Kilgore:

Mr. Jesse Luna, Civil Rights Specialist in our Civil Rights and Affirmative Action Office for this Region has been in contact with you regarding employment opportunities for your clients. We have discussed, at length, ways in which the U. S. Forest Service could provide employment.

The Cooperative Education program is a means of providing employment to students to gain work experience. We employ student interns in engineering, forestry, business management, range, soil science, wildlife biology and geology. At this time, we are recruiting to fill forester and engineering positions under the Cooperative Education program and are willing to consider your clients for these opportunities.

The enclosed brochure further explains the program and opportunities available through the program.

We also have available temporary summer/seasonal positions. Attached are three requests for the employment of students at the Ochoco National Forest in Prineville, Oregon. Please nominate two students per each request and return to me at your earliest opportunity, after which we will make Offers of Employment to the students.

The above is a start of what I hope will be a long and fruitful cooperative effort that will lead to the development and employment of your clients. I look forward to working with you on future matters of interest.

Andrew Cainion

ANDREW CAINION
Regional Recruitment Officer

Enclosure

Appendix 17c

UNITED STATES DEPARTMENT OF AGRICULTURE
FOREST SERVICE
FEDERAL BUILDING
P.O. BOX 7669
MISSOULA, MONTANA 59807
Region One

6130

FEB 23 1982

René Cochise
Employment Coordinator, Indian Resources
Development
New Mexico State University
Box 3IRD
Las Cruces, NM 88003

Dear Ms. Cochise:

This letter is a followup to the conversation between Russ Kilgore of Indian Resources Development and Internship Program (IRDI) and Marcia Corey of the Forest Service on February 19. At that time, Russ and Marcia discussed the opportunities for employment of Native American students under the Cooperative Education, Federal Junior Fellowship, and Student Summer Employment Programs. Russ felt that IRDI could provide some good candidates for these programs, gave us your name as primary contact, and asked for further information.

The Cooperative Education Program is handled through a working agreement between the college or university and the Forest Service, and provides for separate periods of work and study which may lead to a career-conditional appointment upon graduation.

Further information about the Cooperative Education Program is enclosed. We intend to bring on approximately 40 co-op students in F.Y. 1982. We are looking for students majoring in Forestry, Civil Engineering, Logging Engineering, Mining Engineering, Geology, Computer Science, and Accounting. Baccalaureate co-op students generally start as a GS-3 at $4.92 per hour or GS-4 at $5.52 per hour, depending on education and experience. Graduate co-ops generally start as a GS-5 at $6.18 or GS-7 at $7.65 per hour. Our recruiting efforts are being finalized this week, and during the first 2 weeks of March we will be certifying candidates to our selecting units. We suggest that if you can identify some candidates for the Cooperative Education Program, you work with the students, deans, and counselors to get the appropriate forms filled out, signed, and submitted to us by March 5 so that they can be added to our selection roster. We will need an SF-171--Personal Qualifications Statement, supplemental questionnaire for co-ops with advisor's signature, background data questionnaire, and college transcript for each applicant (copies enclosed).

The Federal Junior Fellowship Program (FJFP) is for graduating high school seniors who plan to attend a 2-year or 4-year institution in pursuit of a baccalaureate degree. They should be in the upper 10 percent of their class, as determined and certified by the high school based on an evaluation which may include grade point average, leadership ability, and desire to achieve, and must meet financial need criteria (i.e., they must need earnings from employment to help meet college expenses; maximum family income: $30,000). They generally start as a GS-2 at the rate of $4.51 per hour. These students work each summer while attending college, then receive a full-time assignment upon graduation. We hope to fill 22 FJFP positions in F.Y. 1982. With this letter, we are sending a brochure which further describes the program and a copy of the application. Further information will be sent to you in March once exact positions and locations have been identified.

The Student Summer Employment Program, also called the Student Requisition Program, provides temporary summer employment for college students. Generally, students qualify as a GS-3 at $4.92 per hour or GS-4 at $5.52 per hour. At the present time, we do not know how many student requisition positions plan to be filled on the Forests. We should know proposed positions and locations in early March, and will then pass the information on to you. There are no economic or grade criteria for these positions; you may refer any interested students who qualify for the position using the forms that will be sent to you in March.

Students are expected to provide their own transportation to and from school/work assignment. We try to provide housing for summer employees whenever possible. Such housing is generally in bunkhouses at a minimal expense to the employee. Cooperative Education students must generally find their own accommodations.

We hope that the above information and the enclosed literature will give you a good idea of our programs and that, through your outreach program you may find Native American students who are interested in working for the Forest Service in Montana or Northern Idaho. We are most interested in working with you to increase employment and job opportunities for Native American youth. We will be in contact with you again in March; should you have questions, please don't hesitate to call me at 406/329-3239.

Sincerely,

William L Grosvenor

WILLIAM L. GROSVENOR
Recruitment Officer

Enclosures

Appendix 18a

-AGENDA-

WEDNESDAY, APRIL 7

8:00-9:00 a.m. Registration

9:00-12:00 p.m. General Session

- Invocation: Clyde Gilmore
- Welcome: Frank E. Paul, Vice Chairman Navajo Tribal Council
- Keynote Speaker: "Trust Responsibilities" Donald Dodge, Navajo Area Director
- Purpose and Review of Agenda
- Entertainment: Jones Ranch Maiden Singers

12:00-1:00 p.m. Bar-B-Que Lunch

1:00-5:00 p.m. Workshop Discussion Groups

Group "A" (Gold)

Land: Trust - Allotted - Fee Patent - BLM - BIA - Land Dispute - Legislation - Acquisition

* Daniel Deschinny, Executive Director
Navajo Land Development

Jerry Elwood, Executive Director
Eastern Navajo Land Commission

Percy Deal, Executive Director
Navajo-Hopi Land Dispute Commission

Charles T. Sours, Navajo Area Natural Resources Manager, U.S. Department of Interior

Bill Brady, Bureau of Land Management
U.S. Department of Interior, Santa Fe

WEDNESDAY, APRIL 7

1:00-5:00 p.m. Workshop Discussions Groups

Group "B" (Green)

Agricultural Resources Management: Rangelands - Farming - Irrigation - Livestock - Forestry

* Jacques Seronde, Executive Director
Agricultural Resources Department

Bryon Huskon
Water and Farming Projects

Leo Beno
Range Conservation and Management

Allen Blacksheep
Livestock Management

Normand Birtcher, Forest Manager
Navajo Forestry Department

* GROUP LEADER

Group "C" (Red)

Cultural Resources and Enforcement: Parks - Archaeology - Livestock Movement - Grazing Disputes - Grazing Committees

* Charles S. Damon, Executive Director
Recreational Resources Department

Russell T. Fehr, M.A., Archaeological Clearance
Cultural Resources Management Program

H. Barry Holt, Ph.D., Navajo Area Archaeologist
Bureau of Indian Affairs

Martin E. Begaye, Executive Director
Resources Enforcement Agency

James Henderson Jr., Assistant Director
Agricultural Resources Department

Group "D" (Blue)

Water and Environment: Water Rights - Water Development - EPC - Reclamation - Abandoned Mines

* Harold W. Tso, Executive Director
Environmental Protection Commission

Leonard Robbins
Coal Strip Mining

Glenn C. George, Executive Director
Navajo Water Commission

Larry M. Foster
Water Development Project

Anson C. Damon, Executive Director
Water and Sanitation Department

WEDNESDAY, APRIL 7

5:00-7:00 p.m. Open Time

7:00-10:00 p.m. Special Events: Bennie Silversmith
Traditional Singing, Round Dance, Film Previews

THURSDAY, APRIL 8

8:30-9:00 a.m. Light Breakfast (Coffee and Doughnuts)

9:00-12:00 p.m. General Session

- Keynote Speaker: Peter MacDonald, Chairman Navajo Tribal Council
- Reports from Workshop Group Leaders
- Entertainment: Traditional Singing, Navajo Division of Resources

12:00-1:00 p.m. Bar-B-Que Lunch

1:00-3:00 p.m. Demonstration and Training Sessions

- Livestock Pregnancy Testing
- Pasture Seeding
- Artificial Insemination
- Synchronization of Cows
- Wool Programs and Shearing

* GROUP LEADER

AGENDA — NAVAJO NATION RESOURCES CONFERENCE

3:00-5:00 p.m.	General Session - Cooperative Economic Farming & Livestock Development Jacques Seronde, Agricultural Resources Department - Chapter Development - Farming Projects Howard Bitsui, Division Director Division of Chapter Development
5:00-6:00 p.m.	Open Time
6:00-7:00 p.m.	**Gourd Dancing**
7:00 p.m.	Pow Wow: Window Rock Pow-Wow Committee Larry Watchman

FRIDAY, APRIL 9

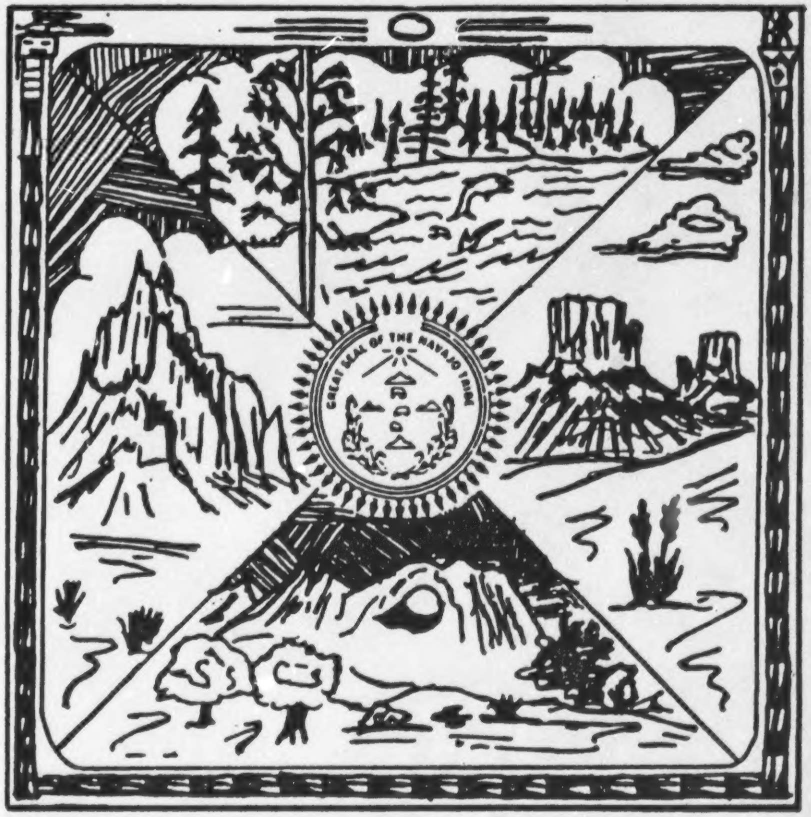
8:30-9:00 a.m.	Light Breakfast
9:00-12:00 p.m.	General Session - Keynote Speaker: Russel E. Kilgore, Program Director Indian Resources Development and Internship Programs New Mexico State University - Land Development: Daniel Deschinny and Staff Homesite Leases Business Site Leases Survey Land Claim and Dispute - Agricultural Resources: Jacques Seronde and Staff Grazing Permits - BIA-BLO Agricultural Permits - BIA-BLO Grazing Disputes Small Gardens and Traditional Farming 4-H Clubs on Navajo Reservation
12:00-1:00 p.m.	Luncheon
1:00-3:00 p.m.	General Session - Non Renewable Resources - Navajo Energy Development Authority Dwayne E. Jordan, Executive Director - Tribal Minerals Department Akhtar Zamah, Executive Director
3:00 p.m.	ADJOURNMENT

Appendix 18b

NAVAJO NATION RESOURCES CONFERENCE

Window Rock Fairgrounds
Window Rock, Arizona
April 7-9, 1982

DINE' BEE 'IINA' - SOURCE OR RESOURCE



Sponsored By	**The Navajo Division of Resources Raymond L. Lancer, Executive Director and Conference Moderator**

INDIAN RESOURCES DEVELOPMENT & INTERNSHIP PROGRAM (IRDI)

Thank you________________ for the fine introdution

I am Russell E. Kilgore, Program Director, Indian Resources Development and Internship Program at New Mexico State University.

I am extremely well pleased to meet with this distinguished audience today. I would like to compliment Chairman Peter MacDonald, Resources Director Ray Lancer, Ron Izzo and others who have worked so hard to develop and present this excellent Resources Conference.

I feel fortunate to be invited to participate and present information for Navajo Youth and those not so young on preparation for careers in Resources Development, operation, use and management.

I would like to tell you about opportunities to assist Indian students to prepare for scientific, professional, technical, and management positions for all fields of natural resources, energy and economic development. Career opportunities and majors are usually in departments and colleges of agriculture and natural resources, engineering, Business and Public Information, Economics, mining, forestry, veterinary medicine, home economics, including majors in agribusiness, farm and ranch management, irrigated and dry land agriculture, watershed management, veterinary medicine, hotel, motel, restaurant, tourism and recreation, development and operation and management, water and land rights protection, animal agriculture, nutrition, and feed lots, home economics and nutrition.

BUSINESS AND PUBLIC ADMINISTRATION AND MANAGEMENT, BUSINESS DEVELOPMENT, OPERATION AND MANAGEMENT, TRUST AND REAL PROPERTY MANAGEMENT, MARKETING, ECONOMICS, COMPUTER SCIENCE AND DATA PROCESSING, ENGINEERING AND ENERGY, HYDROLOGY, MINING, MINERALS, GEOSCIENCES, EARTH SCIENCES, ENVIRONMENT, COMMUNICATIONS, AND OTHER FIELDS RELATED TO DEVELOPMENT, USE, OPERATION AND MANAGEMENT OF TRIBAL AND RESERVATION RESOURCES. INCLUDING MATH, CHEMISTRY, PHYSICAL, BIOLOGY.

THE PROGRAM IS BASICALLY WORK/STUDY TO PROVIDE ACADEMIC EDUCATION AND PRACTICAL WORK EXPERIENCE FOR TRIBAL MEMBERS DESIRING TO LEARN, EARN AND UPGRADE THEIR ABILITIES. INDIAN HIGH SCHOOL STUDENTS AND GRADUATES MAY PARTICIPATE IN THE PROGRAM BY TAKING AND MAKING GOOD GRADES IN APPROPRIATE HIGH SCHOOL CLASSES SUCH AS MATHEMATICES, SCIENCE CLASSES, CHEMISTRY, PHYSICS, ZOOLOGY, BIOLOGY, ORAL AND WRITTEN COMMUNICATIONS IN ENGLISH LIKE SPEECH, COMPOSITION AND GRAMMER. LEARNING TO READ WELL AND COMPRHEND WHAT IS READ. THESE AND OTHER SUBJECTS CONTRIBUTE TO PREPARATION FOR COLLEGE STUDIES. INDIAN STUDENTS ARE URGED TO TAKE ALL OF THESE PREPARATORY COURSES POSSIBLE WHILE IN HIGH SCHOOL. THERE ARE MANY SUMMER PROGRAMS AT MANY UNIVERSITIES OPEN TO INDIAN HIGH SCHOOL STUDENTS WHICH INDIAN STUDENTS MAY WISH TO CONSIDER AND ATTEND.

THE NEW MEXICO STATE UNIVERSITY (NMSU) CONDUCTS AN ANNUAL WEEK-LONG EXPENSE-PAID ORIENTATION PROGRAM FOR INDIAN HIGH SCHOOL SOPHOMORE AND JUNIOR STUDENTS EACH JUNE. THE 1982 ORIENTATION IS SCHEDULED FOR JUNE 6 TO 12 AT LAS CRUCES, NM.

OTHER UNIVERSITIES' SUMMER PROGRAMS ARE FOR HIGH SCHOOL FRESHMEN THROUGH GRADUATES--MOSTLY IN MATH, SCIENCE, AND ENGINEERING, VARYING IN LENGTH FROM ONE TO NINE WEEKS, SOME PROVIDE COLLEGE CREDITS. ELIGIBILITY AND BENEFITS VARY. HIGH SCHOOL STUDENTS ARE URGED TO APPLY TO UNIVERSITY SUMMER PROGRAMS OF THEIR CHOICE FOR WHICH THEY MAY BE ELIGIBLE. A LIST OF KNOWN SUMMER PROGRAMS, INFORMATION, AND APPLICATIONS WILL BE MADE AVAILABLE TO COLLEGE, HIGH SCHOOL AND TRIBAL COUNSELORS, IRDI CAMPUS REPESENTATIVES, AND AT THE IRDI OFFICE IN LAS CRUCES. INDIAN STUDENTS ARE URGED TO CHECK TO SEE WHICH PROGRAMS ARE OF MOST INTERST TO THEM AND APPLY EARLY.

INDIAN COLLEGE STUDENTS AND COLLEGE GRADUATES MAY PARTICIPATE IN THE IRDI PROGRAM BY SELECTING ELIGIBLE COLLEGE MAJORS AND ATTENDING OR CONTINUING COLLEGES AND UNIVERSITIES OF THEIR CHOICE. ATTRACTIVE MASTERS AND PH. D. DEGREE PROGRAMS ARE AVAILABLE TO INDIAN COLLEGE GRADUATES THROUGH THE IRDI PROGRAM AT MANY UNIVERSITIES. INDIAN PERSONS HAVING SOME COLLEGE AND OTHERS ELIGIBLE TO ATTEND COLLEGE MAY ALSO PARTICIPATE IN THE IRDI PROGRAM. SOME EMPLOYERS, INCLUDING INDIAN TRIBES, FEDERAL AND STATE AGENCIES AND COMPANIES, PERMIT EMPLOYEES TO TAKE COURSES FOR UPGRADING, DEGREES, AND NEEDED TECHNICAL EXPERIENCE.

COLLEGE STUDENTS AND GRADUATES ARE URGED TO TAKE WORK EXPERIENCE ASSIGNMENTS FOR PAY RELATED TO MAJORS AND CAREER OBJECTIVES. WORK EXPERIENCE MAY BE ACHIEVED THROUGH SEVERAL WAYS: 1)ON-CAMPUS PART-TIME JOBS IN MAJOR DEPARTMENTS DURING REGULAR COLLEGE SESSIONS, 2)OFF-CAMPUS WORK EXPERIENCE DURING SUMMER AND OTHER BREAK PERIODS, AND 3)OFF-CAMPUS, COOPERATIVE EDUCATION (COOP) AND INTERNSHIP ASSIGNMENTS. COOP ASSIGNMENTS ROTATES A SEMESTER OF MAJOR-RELATED WORK EXPERIENCE OFF-CAMPUS WITH A SEMESTRER OF ON-CAMPUS ACADEMIC STUDY. WORK EXPERIENCE ASSIGNMENTS MAY BE ARRANGED BY AND WITH STUDENTS, COLLEGE ACADEMIC ADVISORS, AND THE IRDI PROGRAM. EMPLOYERS USUALLY PAY THE STUDENT OR GRADUATE A SALARY IN ACCORDANCE WITH EDUCATION, EXPERIENCE, ABILITY, AND THE JOB TO BE DONE, USUALLY NO LESS THAN THE MINIMUM WAGE WITH ADVANCEMENTS AS WARRANTED. THE IRDI PROGRAM MAY PAY STUDENTS TRAVEL TO AND FROM WORK LOCATIONS AND A START-UP ALLOWANCE. COLLEGE CREDIT MAY BE AVAILABLE IF WORK AND/OR RESEARCH AND REPORTS ARE OF SUFFICIENT LEVEL TO WARRANT CREDIT. COLLEGE CREDIT IS USUALLY ARRANGED BY THE STUDENT WITH ACADEMIC ADVISORS AND EMPLOYERS. IRDI PROGRAM ASSISTS AS NEEDED.

PERSONS ELIGIBLE TO PARTICIPATE IN THE IRDI PROGRAM ARE INDIAN HIGH SCHOOL STUDENTS AND GRADUATES, COLLEGE STUDENTS AND GRADUATES, EMPLOYED PERSONS AND OTHER ELIGIBLE FOR COLLEGE. A 2.5 GRADE POINT AVERAGE (GPA) ON A SCALE OF 4.0 OR BETTER IS NECESSARY FOR HIGH SCHOOL AND COLLEGE STUDENTS TO BE ELIGIBLE FOR SOME IRDI BENEFITS.

FOR THOSE PERSONS WITH LESS THAN 2.5 GPA, CONSIDERABLE HELP IS AVAILABLE AT UNIVERSITIES/COLLEGES, MAJOR DEPARTMENTS, AND AT HIGH SCHOOLS AND COLLEGES. PERSONS WITH LOW GPA'S MAY BE ADMITTED TO THE IRDI PROGRAM ON A PROVISIONAL BASIS, IF THEY ARE SERIOUS ABOUT COLLEGE MAJORS AND CAREERS AND TAKE ADVANTAGE OF HELP TO

BRING THEIR GPA UP TO AN ACCEPTABLE LEVEL.

PROGRAM BENEFITS INCLUDE: 1)REGULAR OR SPECIAL COLLEGE DEGREE PROGRAMS AT UNIVERSITIES/COLLEGES OF THE STUDENT'S CHOICE, 2)MAJOR RELATIVE WORK EXPERIENCE FOR PAY, 3)TRAVEL OPPORTUNITIES, 4)EXPENSE-PAID SUBJECT-MATTER SEMINARS, TOURS, AND FIELD TRIPS, 5)OPPORTUNITIES TO BE THE IRDI CAMPUS REPRESENTATIVE AT THEIR HIGH SCHOOL AND UNIVERSITY/COLLEGE FOR PAY, 6)PLACEMENT IN PART-TIME, TRAINING, WORK EXPERIENCE, AND PERMANENT POSITIONS AND JOB UPGRADING OPPORTUNITIES, 7)OPPORTUNITIES FOR HIGH SCHOOL STUDENTS TO ATTEND SUMMER ENHANCEMENT PROGRAMS, 8)OPPORTUNITIES TO SERVE AS CONGRESSIONAL, STATE, AND TRIBAL GOVERNMENT INTERNS, 9)RECEIVE PROFESSIONAL ADVICE, GUIDANCE, AND ASSISTANCE, AND 10)OPPORTUNITY TO ENTER ATTRACTIVE GRADUATE PROGRAMS AT UNIVERSITIES/COLLEGES OF THE STUDENT'S CHOICE INCLUDING PART-TIME JOBS, GRADUATE ASSISTANTSHIPS, SCHOLARSHIPS, AND OTHER BENEFITS.

THERE IS CONSIDERABLE ASSISTANCE AVAILABLE TO INDIAN STUDENTS AT ALL LEVELS. IT IS , HOWEVER, NECESSARY FOR STUDENTS TO TAKE ADVANTAGE OF OPPORTUNITIES INCLUDING SERIOUS STUDY AT THE HIGH SCHOOL AND COLLEGE LEVELS. THE IRDI PROGRAM WAS ENVISIONED AND STARTED ON THE STRONG CONVICTION THAT INDIAN STUDENTS CAN ACHIEVE ANY GOAL THEY DESIRE TO AND ARE WILLING TO PUT FORTH THE NECESSARY EFFORT. INDIAN STUDENTS ARE TO BE COMMENDED FOR THE SUCCESS ALREADY ACHIEVED, AND ARE FORTUNATE TO BE AMERICAN INDIANS, AND MEMBERS OF THE NAVAJO TRIBE. THEY CAN HAVE THE BEST OF TWO WORLDS. NO DOUBT

MANY STUDENTS WILL EXCELL IN CAREERS OF THEIR CHOICE AND GO ON TO BE LEADERS IN THEIR CHOSEN FIELDS. THEY CAN DO IT. ALL IT TAKES IS THE DESIRE, DETERMINATION, SELECTION OF ROUTES TO FOLLOW, DEDICATION, PERSERVANCE, LOTS OF STUDY, HARD WORK, AND TIMELY EFFORT.

THINGS STUDENTS MAY WISH TO CONSIDER DOING ARE: 1)DETERMINE OBJECTIVE AND GOAL, 2)SELECT CAREER AND COLLEGE MAJOR, 3)SELECT UNIVERSITY/COLLEGE YOU DESIRE TO ATTEND, 4)APPLY FOR ADMISSION, LIVING QUARTERS, AND FINANCIAL AID FROM ALL SOURCES, IF DESIRED AND NEEDED, 5)APPLY FOR AVAILABLE SCHOLARSHIPS, 6)MAKE APPLICATION AND TAKE REQUIRED TESTS ON A TIMELY BASIS, AND DO NOT WAIT UNTIL THE DEADLINE, 7)BE SURE YOU APPLY FOR AND GET ALL ASSISTANCE TO WHICH INDIAN STUDENTS ARE ENTITLED. SOME STUDENTS FALL BECAUSE OF LACK OF KNOWLEDGE ON CAREER OPPORTUNITIES, ASSISTANCE AVAILABLE, AND FAILURE TO APPLY ON A TIMELY BASIS. THIS MAY BE AVOIDED. THE WAY TO GET INFORMATION AND ACQUIRE KNOWLEDGE IS TO ASK QUESTIONS. QUESTION ASKING IS AN ART NOT BE BE FEARED.

WE ARE ALL IN A COMPETITIVE WORK PARTICULARY STUDENTS WHO REQUIRE PREPARATION AND COMPETITION TO ACHIEVE OBJECTIVES AND GOALS THEY DESIRE. STUDENTS NEED TO LEARN TO ACQUIRE KNOWLEDGE, LISTEN, ASK QUESTIONS, LEARN TO TALK, STUDY, AND PLAN. BASIC SKILLS ARE READING, WRITING, AND ARITHMETIC. STUDENTS MAY LEARN TO SOLVE PROBLEMS BY USING THESE AND OTHER ACQUIRABLE SKILLS, INCLUDING USE OF COMPUTERS. THIS IS AN ACADEMIC WORLD, AN ELECTRONIC AND COMPUTER WORLD, A CORPORATE WORLD, AND A POLITICAL WORLD. THE

FUTURE IS FOR THOSE WHO PREPARE, THEY MAKE THEIR OWN PLACE, ANY PERSON INCLUDING INDIAN STUDENTS CAN DO ANYTHING THEY CHOOSE TO DO, AND THERE IS PLENTY OF HELP AVAILABLE.

SOME SUGGESTIONS WHICH MAY BE HELPFUL TO INDIAN STUDENTS ARE: 1)BE A QUESTION ASKER, 2)PLAN, 3)ORGANIZE TIME, THERE IS ADEQUATE TIME TO DO THINGS NEEDED AND WANTED TO DO EACH DAY, SET ASIDE TIME FOR WORK, STUDY, PLAY, RECREATION, AND STICK TO IT, 4)SET UP A FILE AND KEEP IT IN A SAFE PLACE FOR IMPORTANT INFORMATION, PAPERS, AND COPIES FOR FUTURE USE AND REFERENCE. (A BOX WILL DO). 5)BUDGET MONEY AND AVAILABLE FUNDS, LIST REQUIRED AND NECESSARY ITEMS, FOOD, CLOTHING, LIVING QUARTERS, FEES FIRST, ADD OTHER ITEMS WHICH COULD BE LEFT OUT, IF NECESSARY, RADIO, T.V., CARS AND TRUCKS, TRIPS, ETC. STICK TO BUDGETS, IF THERE IS A NEED FOR ADDITIONAL FUNDS, CHECK ALL POSSIBLE SOURCES, PARENTS, ADDITIONAL GRANTS, LOANS, ETC., EARLY ENOUGH TO AVOID A MONEY CRISIS, 6)LEARN TO BE IN CONTROL OF YOURSELF, 7)PRACTICE SELF-SUPREMACY, 8)INDIAN STUDENTS MAY WISH TO CONSIDER ASSISTING THEIR TRIBE TO SELF-SUFFICIENTY THROUGH YOUR SELF-CONFIDENCE, DETERMINATION, AND PREPARATION FOR PROFESSIONAL, SCIENTIFIC, TECHNICAL AND MANAGEMENT POSITIONS.

THERE ARE MANY TRIBAL MEMBERS WHO COULD BENEFIT FROM THE IRDI PROGRAM. YOU, OR YOU MAY KNOW OF OTHERS WHO MAY WISH TO HELP BY MAKING PROGRAM INFORMATION AVAILABLE, PASSING OUT BROCHURES AND APPLICATIONS, AND DISCUSSING BENEFITS WITH FRIENDS, RELATIVES, ASSOCIATES, ETC. INDIAN STUDENTS MAY WISH TO BECOME AN IRDI HIGH SCHOOL, UNIVERSITY/COLLEGE CAMPUS, TRIBAL OR COMMUNITY

REPRESENTATIVE FOR EXPERIENCE, INFORMATION TO OTHERS AND PAY. WE WOULD APPRECIATE KNOWING ABOUT PERSONS WHO COULD BENEFIT FROM THE PROGRAM OR WISH TO HELP WITH PROGRAM MATTERS. I WILL BE AVAILABLE AFTER THE MEETING TO DISCUSS INDIVIDUAL QUESTIONS, PROVIDE INFORMATION, AND/OR ASSISTANCE, AS NEEDED.

PLEASE HELP YOURSELF TO THE BROCHURES AND APPLICATIONS FOR YOURSELF AND OTHERS. THERE ARE IRDI PROGRAM APPLICATIONS FOR HIGH SCHOOL STUDENTS AND GRADUATES, COLLEGE STUDENTS AND COLLEGE GRADUATES.

YOU HAVE BEEN A GOOD AUDIENCE. I HAVE ENJOYED TALKING WITH YOU AND WILL BE PLEASED TO RESPOND TO QUESTIONS YOU MAY HAVE. THANKS FOR THE OPPORTUNITY TO DISCUSS IMPORTANT CAREER OPPORTUNITIES WITH YOU.

COPIES OF MY PRESENTATION ARE AVAILABLE INCLUDING A LIST OF VALUABLE CAREERS WHERE INDIAN PROFESSIONALS ARE NEEDED AND OPPORTUNITIES ARE AVAILABLE FOR THOSE INTERESTED TO PREPARE.

NEWS RELEASE
INFORMATION SERVICES
Box 3K/Las Cruces, New Mexico 88003
Telephone (505) 646-3221

Debbie Livingston

March 15, 1982

LAS CRUCES--Many students go through college, only to find in their senior year that they don't enjoy the career they have chosen. Because of this, "learning by doing" has become an increasingly important part of education.

Two New Mexico State University students, Joanna Gomez of Espanola and Laurence Brown of Bloomfield, will get a chance to do just that when they attend Mobil's Week in the Business World March 29-April 2.

Each year Mobil choses 25 minorities sophomores from universities across the United States to spend a week in New York City, all expenses paid, and learn about the various job opportunities available in a large company such as Mobil.

"NMSU is especially honored in that this is the first year two students from NMSU will attend the sessions-and this is the first year that a woman from NMSU has been chosen," according to Rose Marie Melon, minorities counselor in engineering at NMSU.

Also, Steve Salway, director of placement at NMSU, will be a featured speaker during the week.

The students tour the company facilities, receive career guidance from professionals in their chosen fields, talk with placement people and listen to speakers during the week.

-more-

Appendix 19a

The program is not all work, however. Most evenings are left open so the students can do some sight-seeing, and the last evening includes a theater trip.

Miss Gomez, an electrical engineering sophomore, is the daughter of Pedro and Lucille Gomez, Box 689, Espanola, and a 1980 graduate of Espanola High School.

Brown, a chemical engineering sophomore, is the son of Tom and Lois Lee, P.O. Box 1636, Bloomfield, and a 1980 graduate of Bloomfield High School.

-30-

internal, melon (3449), nena;
all local print, ned bane/sun news, ru, with pic to bloomfield and espanola;
code: engineering/minority students/dal

Legal Brief
Authorization for Funding
Indian Resources Institute

Preliminary Statement

This brief sets forth selected authorization for funding a pilot Indian Resources Institute (hereafter referred to as the Institute).

Question Presented

Whether there is currently, sufficient legal authorization to appropriate funds for the pilot Indian Resources Institute?

Background

The purpose of the Institute is to assist the Indian Tribes at their request, by focusing the expertise and experience of land grant universities and colleges in development and management of the agricultural, mineral, energy, forestry, fishery, wildlife, recreational, business and managerial resources of the Tribes to promote their economic self-sufficiency. To accomplish this purpose, the Institute will (as detailed in the accompanying summary) recruit and train Indian undergraduate and graduate students in the agricultural sciences, engineering, business and related resource development areas; provide such students with work experience in resource development; and provide Indian Tribes research and direct technical assistance to develop their resources.

Argument I

There is existing authorization within the Jurisdiction of the U.S. House and Senate Interior Appropriations Subcommittees to fund the Institute.

A. The Act of Nov. 2, 1921, Ch. 115, 42 Stat. 208, (25 USC 13).

Popularly known as the Snyder Act, this Act authorizes the BIA under the supervision of the Secretary of the Interior to:

> "expend such moneys as Congress may from time to time appropriate for the benefit, care and assistance of the Indians Throughout the U.S. for the following purposes: General support and civilization, including education. ...For industrial assistance and advancement and general administration of Indian property. For extension, improvement, operation, and maintenance of existing Indian irrigation systems and for the development of water supplies. ...for the employment of... supervisors...farmers...and other employees. ..."

The broad range of activities authorized by the Snyder Act encompasses the purposes of the Institute. The specific Indian Resource Institute purposes of education and farming development (including the necessary irrigation systems are authorized specifically in the Snyder Act, as is the more general Institute purpose of providing benefits and assistance to Indians.

Appendix 20a

B. Act of April 16, 1934, 48 Stat. 596, (25 USC 452-456) as amended

Referred to as the Johnson-O'Malley Act, this Act states that:

> The Secretary of the Interior is authorized, in his descretion to enter into a contract...with any State university, college, or school...for the education...agricultural assistance, and social welfare, including relief of distress of Indians...and to expend under such contract or contracts, moneys appropriated by Congress for the education...agricultural assistance, and social welfare, including relief of distress of Indians in such State or Territory."

The Johnson-O'Malley language authorizes State Universities - including the land grant universities comprising the Institute - to contract for education and agricultural assistance to Indians, the very purpose of the Indian Resource Institute.

It is of significance to note that the American Indian Policy Review Commission, a Joint Commission of Congress established in 1974 by P.L.93-580 (hereafter referred to as AIPRC), recommended that the Bureau of Indian Affairs implement programs necessary to provide technical assistance and training to Tribal people to aid them in adopting modern farming and range management. More specifically, the Commission recommended that the BIA should develop education programs to be offered at the reservation level to train adults and students in techniques in agriculture, range management and other subjects relevant to natural resource development. A few paragraphs later, the Commission further recommends that the education of Indians be relevant to the needs of the community and that emphasis be placed on education and training in the hard sciences, business and administrative management. (AIRPC, Final Report, May 17, 1977, Summary of Recommendation p. 26 and p. 30) These are the central premises on which the Institute is based.

Thus the funding of the Institute under Johnson-O'Malley would not only be appropriate since the funds would be used for the education and agricultural assistance and for the "relief of distress of Indians", it would also implement at least two of the recommendations of the American Indian Policy Review Commission.

Argument II

In the alternative, there is existing authorization within the jurisdiction of the U.S. House and Senate Agriculture Approprriations Subcommittees to fund the Institute.

A. 7 USC 361c, AGRICULTURAL EXPERIMENT STATIONS

Commonly known as the Hatch Acts, the purposes for which funds are authorized under 7 USC 361c are specified under the section 361b which states in relevant part that:

> "It shall be the object and duty of the State agricultural experiment stations through the expenditure of the appropriations hereinafter authorized to conduct original and

> other researchers, investigation and experiments bearing directly on and contributing to the establishment and maintenance of a permanent and effective agricultural industry of the United States, including researches basic to the problems of agriculture in its broadest aspects and such investigations as have for their purpose the development and improvement of the rural home and rural life and the maximum contribution by agriculture to the welfare of the consumer as may be deemed advisable, having due regard to the varying conditions and needs of the respective States."

As of 1975, Indian lands included 5.3 million acres of commercial forest lands, which included about 38 billion board-feet of timber, 44 million acres of rangeland and 2.5 million acres of cropland. The total gross value of agricultural products grown on Indian range and croplands amounted to $394 million in 1975 (AIPRC, Final Report, Vol. 1, p. 314). However, the Commission also stated that the "...gross value of agricultural products grown on Indian range and croplands could be doubled if these resources were under more intense management."(ibid) Significantly, the Commission cites "insufficient training in resource management," as one of several impediments to the full acheivement of the economic potential of Indian agricultural resources. (AIPRC at 314-315).

Given the size of Indian agriculture and its potential, the research, technical assistance and training which would be provided to Indian Tribes by the Institute (if it should be funded by money appropriated under 7 USC 361c) would be completely consistent with the purposes of this Act, since such research and training would be for "...the establishment and maintenance of a permanent and effective agricultural Industry of the United States...".

B. USC 341, Agricultural Extension Work Appropriations

Popularly known as the Smith-Lever Act, this Act authorizes funding those aspects of the Institute's program for technical assistance, including adult education activities, in resource development for Indian Tribes. The Act states:

> In order to aid in diffusing among the people of the U.S. useful and practical information relating to agriculture, uses of solar energy with respect to agriculture, home economics, and rural energy...there may be continued or inaugurated...agricultural extension work which shall be carried on in cooperation with the USDA.

Since the Act defines "Cooperative Agricultural Extension Work" in such a way as to exclude on-campus instruction to students, funds appropriated under this authorization could not be used for the educational activities of resident students at any of the Universities. However, the Institute's Technical Assistance activities and the off-campus educational activities to Tribal leaders and staff engaged in farming and other related business pursuits is authorized.

Summary

Any act authorizing money for the education of Indians in general, or any act authorizing money to increase understanding in agriculture or resource development areas is a suitable vehicle under which funds could be "ear-marked" for the Indian Resource Institute. Two acts are particularly appropriate under the House and Senate Interior Appropriations Subcommittees' jurisdiction:

(a) 25 USC 13, which authorizes Indian education, industrial assistance, farming and irrigation; and
(b) 25 USC 452, which authorizes contracts with State Universities for the education of Indians and to "...expend under such contract or contracts, money appropriated by Congress for the education, agricultural assistance, and social welfare, including relief of distress, of Indians...".

In the alternative, there are two Acts authorizing appropriations under the House Senate Agriculture Appropriations Subcommittees' jurisdiction:

(a) 7 USC 361, which authorizes "such sums as Congress may from time to time determine to be necessary" for Agricultural Experiment Stations whose purposes include "research" and "the establishment and maintenance of a permanent and effective agriculture industry of the U.S."; and
(b) 7 USC 341, which authorizes diffusing useful and practical information on subjects related to agriculture.

January 1982

Indian Resources Institute, A Proposed Pilot Program
Coordinated by New Mexico State University
(Summary Statement)

Purpose:

The purpose is to assist the Indian Tribes by focusing the expertise, and experience of colleges and universities in the development and management of the agricultural, mineral, energy, forestry, fishery, wildlife, recreational, business and managerial resources of the tribes to promote their economic self-sufficiency. This pilot program is not a substitute for needed economic development activities for Indians, but will add an element or method that has been highly successful in situations which historically are not unlike those now found on many Indian reservations.

Justification:

American Indians are among the lowest groups in the country with respect to per capita income, averaging less than one-third of the national average. Unemployment on Indian reservations typically ranges from 25 percent to over 75 percent. Much of the existing income and employment opportunities on Indian reservations is the result of government and tribal programs which have done little to develop an economy based on production and service, but has tended to perpetuate a government welfare program system. However, many Indian tribes have substantial amounts of underdeveloped and underutilized natural resources. To effectively utilize their natural resources for the benefit of their people and the economy of the nation as a whole, the Indian communities desperately need more individuals with education, training, and experience in natural resource development and management fields. In addition, economic development activities must be based on sound research and planning and have the necessary Indian technical assistance available in order to be successful.

Geographic Area Served:

The Pilot Institute will focus most activities for the benefit of Indians in the Southwest including the states of Arizona, California, Colorado, Oklahoma, Nevada, New Mexico, and Utah. The Pilot Institute will be coordinated through New Mexico State University but will utilize resources from all of the higher education institutions in these states as necessary to carry out the purposes of the program. The pilot program will also assist Indian tribes and institutions of higher education in other areas of the country in preparing for similar programs in their state or region as needed.

Programs:

The Pilot Institute will provide research, educational programs and technical assistance programs directed toward natural and related human resource development activities on Indian lands and at the same time provide programs for Indian education, work experience, and training directly related to the technical and managerial operation of these programs. Recruitment of Indians to select majors including graduate programs in agriculture, engineering, business, economics, forestry, natural resources, computer sciences and related areas at Universities and Colleges of their choice; work experience internship assignments; feasibility assessments; evaluation of alternative development strategies; and managerial and technical assistance for specific economic development ventures are examples of the type of activities that will be conducted by the Pilot Institute.

Organization:

The director of the Pilot Institute will be responsible to New Mexico State University. The institute will utilize the expertise of individuals on the faculties of the various institutions in the areas served and will not duplicate expertise already available. The institute will maintain program advisory committee(s) composed of tribal leaders or their designates.

Funding Request:

A total of $750,000 of federal funds in FY-83.

Appendix 20e

Brief Description of Designated Programs of the Pilot Institute

Graduate Research Assistantships, Training and Work Experience

Many of the technical, scientific, and managerial positions needed for resource development require graduate degrees. Most Indian students need financial assistance while pursuing advanced degrees. Individuals will be provided assistance in seeking out all possible presently available funding sources for Indian graduate programs. The funds specified for this activity will be used in part for graduate research assistantships in high priority areas. Funds would also be available to provide graduate students opportunities to become involved in research related to selected economic development projects on Indian lands.

Contracts to Colleges and Universities for Recruiting, Counseling and Retension Services

Several colleges and universities have substantial numbers of Indian students presently enrolled and/or have the potential for attracting large numbers of Indian students because of their proximity to Indian populations. However, most of the student counselors, faculty advisors, and the Indian students have insufficient knowledge of future job opportunities related to natural resources in Indian lands. There is a critical need to inform the advisors at these key institutions so that they can recruit students into the priority program areas and at least partially avoid the frequent occurrence where Indian students graduate with a degree in a field for which there is no job in their home areas, yet at the same time there are opportunities in the natural resource fields and no Indian graduates with the needed education and experience.

A large percentage of Indians enrolling in the Colleges of Engineering, Agriculture, Business, and related natural resource areas do not complete degrees. Although the reasons for non-completion are varied and frequently unavoidable, there is an opportunity to significantly reduce the dropout rate among Indian students in these scientific, managerial and professional fields through an effective advisement and academic counseling and career-related practical work experience opportunities. Professional work experience is highly effective for many students in establishing career goals and subsequent enhancement in motivation.

Research will be conducted to forecast the job requirements of various reservations so that the training and education can be taylored to equip Indians for these job positions. Numbers can be forecasted so that scholarships may be reserved and students selected in sufficient numbers to produce a trained force sufficient to meet the demand.

Funds in this program area will be used where needed to encourage and assist colleges and universities in the region to provide the needed recruitment, counseling and retension services, and work experience opportunities.

Research on Economic Development, Resource Planning, and Project Feasibility Assessment

Economic development initiatives on Indian lands have tended to be program oriented with much of the emphasis coming from the federal government and companies seeking funds. Many of these initiatives were not based on solid research, economic feasibility studies, nor adequate economic planning. Many of the programs were not appropriate to the available resource base, economic conditions and/or current knowledge and ability of the Indian people and thus failed to accomplish their objective of enhancing long term economic self-sufficiency. Many programs such as irrigation projects have been compatable with the available natural resource base but the human resource education and training needs for effective development, operation, management, and maintenance was not accomplished.

Funds from this program area will be used to provide a nucleus or cadre of Indian expertise needed to prepare economic development strategy plans, research on resource development alternatives, and feasibility assessments on proposed projects. The funds will be "seed-type" monies with the majority of the funds being provided through other sources when possible.

Technical Assistance to Tribes on Resource Development, Planning, and Targeted Development Projects

The universities and colleges have a vast cadre of technical resource personnel which to a large extent have not been effectively used to provide needed technical assistance for natural resource and business development projects on Indian lands. Funds in this program category will be used to assist in making the expertise of the colleges and universities available to the Indian tribes. It is anticipated that funds specified for this program area will be in the nature of "seed-type" with the majority of funds needed to provide the technical assistance being drawn from other sources.

Program Information, Student Recruitment, Work Internships, and Career Orientation Seminars

Funds for this designated program will be used to support a wide array of activities centered around recruiting Indian college students to select needed majors and to provide work experience. A partial listing of the activities are as follows.

Dissemination of information: The backbone of the program is determining present and future development opportunities and assisting in the preparation of education, training and acquisition of actual on-the-job experience by student and graduate participants. Since Indian students have not tended to enter hard science fields and have not generally been exposed to opportunities in the areas of economic development and natural resources management, it is necessary to continually and persuasively present information to Indian leaders, high school counselors, and Indian high school and college students to inform them of the needs and opportunities and encourage them to prepare for existing opportunities in engineering, agriculture, science, business management majors by taking all possible preparatory courses in high school. Indian students will be provided with current program information, desirable majors and career opportunities and related facts to make choices on best majors and universities to attend.

Meetings will be held with Indian college students in the region to discuss majors, career opportunities, work-study arrangements, and participant opportunities. Contacts will be maintained with private companies and with tribal, federal, and state offices to provide program information, and secure work experience and cooperative education assignments for participants.

Participant recruitment: Participant recruitment is a continuing effort accomplished through meetings and presentations to college and high school students, college dropouts, and employed persons who may desire improvement through academic study and practical work experience. Contacts will be maintained through correspondence, telephone discussions, referrals by other students, and student campus representatives. Every possible effort is made to involve student participants and others in program management, recruitment and dissemination of information. A students representative will be selected to assist with the program at their university or high school. This will permit students to participate, build confidence, increase leadership ability and assist with necessary contacts. The representative distributes information, makes presentations, arranges meetings and assists school officials with program matters.

High school orientation: Orientation programs will be held at selected college campuses for college bound high school sophomores and juniors. The orientation programs will be designed to give Indian students an opportunity to see what campus life is like first-hand, meet faculty and students and participate in discussions on college majors and career opportunities. Program presentations will be made by university administrators, deans, and faculty from the colleges of Agriculture, Business Administration and Economics, Engineering, Sciences, and Natural Resources. Students are encouraged to return to high school and take preparatory courses for chosen majors. Students select majors and colleges of their choice.

Work experience assignments: Participants will be provided summer and longer work experience assignments for pay related to majors. Where necessary, travel funds will be provided to and from the job location. Contact will be maintained with the students and employer throughout the job assignment. Where necessary students may also be provided with a start-up allowance to assist with living expenses until they receive their first paycheck. Without this feature many students would not be able to take work assignments away from home locations. College academic credit may be available if arranged.

Indian women scientific, professional, and managerial advancement: Indian women represent a vast and largely untapped source of talent for scientific, professional, and managerial positions related to natural resource development. Although all activities and career opportunities available to Indian men are also available to Indian women, a special effort will be made to recruit Indian women into these activities. Indian women have tended not to go into scientific, professional and managerial fields related to natural resource development for a variety of reasons. The special effort will focus on overcoming the barriers to entering these fields. Additionally, special efforts will be made in the areas of work experience, job placement, and career tracking so that those entering these fields will have an opportunity to progress in accordance with their education, training and abilities.

Educational and training services, workshops and field trips for students, interns, tribal leaders, and tribal resources personnel: Funds allocated to this program area will be used to offer a variety of activities designed to broaden and enhance the education and training of Indian students, tribal leaders, and natural resource department personnel. Field trips, special topic seminars, and leadership seminars are among the types of activities that have proved highly beneficial in the past and are planned as a part of the Pilot Institute program.

January 1982

Brief Description of Proposed Federal Legislation Creating Indian Resources Institutes

Purpose:

The purpose is to assist the Indian Tribes by focusing the expertise, and experience of universities and colleges in development and management of the agricultural, mineral, energy, forestry, fishery, wildlife, recreational, business and managerial resources of the tribes to promote their economic self-sufficiency. The Institutes are not a substitute for other needed economic development activities for Indians, but will add a procedure or method that has been highly successful in situations which historically are not unlike those now found on many Indian reservations.

Justification:

American Indians are among the lowest groups in the country in per capita income, averaging less than one-third of the national average. Unemployment on Indian reservations typically ranges from 25 percent to over 75 percent. Much of the existing income and employment opportunities on Indian reservations are the result of government and tribal programs, which have perpetuated a welfare type system rather than develop an economy based on the production of goods and services. However, many Indian Tribes have substantial amounts of underdeveloped and underutilized natural resources. To effectively utilize their natural resources as a base for developing their economies for the benefit of their people and the economy of the nation as a whole, the Indian communities desperately need more individuals with education, training, and experience in natural resource development and management fields and in operating private businesses. Furthermore, in order to be successful, economic development activities must be based on sound research and planning and supported by the necessary technical assistance in addition to Indian managerial and scientific expertise.

Example Programs and Activities:

The Institutes will provide research, education and technical assistance programs directed toward natural and related human resource development and business management on Indian lands and at the same time provide programs for education and training for Indians directly related to the technical and managerial operation of Tribal programs. Recruitment of Indians to select majors including graduate programs in agriculture, engineering, business, economics, forestry, natural resources, computer sciences and related areas at Universities and Colleges of their choice; work experience internship assignments; feasibility assessments; evaluation of alternative development strategies; and managerial and technical assistance for specific Indian economic development ventures are the types of activities that will be conducted by the Institutes. Development and enhancement of Indian expertise will be a prime objective of Institutes.

Organization:

The Institutes will be regional in scope providing development and education programs to all Indians in specified geographic areas. The Institutes will be administratively responsible to a Land Grant University or consortium in their respective regions with all institution's of higher education, including Indian community colleges and all Indian Tribes within each region having an opportunity to participate in the activities and programs. The Institutes will utilize the expertise of individuals on the faculties of the various institutions and Indian expertise in the areas served and will not duplicate expertise already available. The Institutes will maintain program advisory committee(s) composed of tribal leaders or their designates.

Funding:

Estimated at 1.75 million in FY 84 assuming two regional Institutes in operation and possibly as much as 7.5 million by FY 87 assuming four to five operating institutes (Estimates in 1982 dollars).

Responsible Federal Agency:

Department of Interior

Appendix 20k

RULES & ORDER OF BUSINESS

APPROPRIATIONS & FINANCE

HOUSE BILL 21

35TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 1982

INTRODUCED BY

Fermin Pacheco

Dick Min

Robert M. Hawk

Fred Luna

Ben Luján

Manuel D. Trujillo

Cecilia Rosales Master

Stephen W. Kennedy

Henry Saavedra

Klopfer

AN ACT

MAKING AN APPROPRIATION TO NEW MEXICO STATE UNIVERSITY FOR THE INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. APPROPRIATION.--Two hundred ten thousand dollars ($210,000) is appropriated from the general fund to the board of regents of New Mexico state university for expenditure in the seventy-first fiscal year for the Indian resources development and internship program. Any unencumbered or unexpended balance remaining at the end of the seventy-first fiscal year shall revert to the general fund.

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[~~bracketed material~~] = deletion

Statistical Section

This section contains information on those activities that can be realistically enumerated for the current year, with totals to date. This information is from files, correspondence, phone calls, staff representatives, and others assisting with program activities.

	1982	Total to Date
1. Program Management		
A. Contacts, Correspondence, Phone Calls	4,673	26,391
B. Requests for Information, referrals, Applications	215	1,231
2. Recruitment Activities		
A. Meetings Attended by Staff, Representatives and Others	103	875
B. Attendees at Meetings	2,867	16,943
C. Professional and Program Meetings Attended	364	2,016
3. Program Representatives	65	487
4. Employment and Placements		
A. Part-Time Student Placement	152	473
B. Summer Work Experience and Cooperative Education Assignments	179	987
C. Permanent Placement and Employment	61	352
D. Student Correspondence, Contacts, Phone Calls	1,650	6,998
E. Employer Correspondence, Contacts, Phone Calls on Employment Opportunities	217	1,379
5. Career Choices, College Majors, Advice, Guidance Counseling	3,247	18,456

Appendix 22a

		1982	Total to Date
6.	Financial Aid, Grants, Scholarships, Advice, Guidance, and Source Information Assistance	761	3,554
7.	Congressional, State, Tribal, Industry Interns		
	A. Contacts and Correspondence	250	975
	B. Number of Interns	40	183
8.	Seminars, Field Trips, Short Courses		
	A. American Indian Leadership Seminar Attendance	Not Conducted	192
	B. Agricultural Seminars and Field Trips Attendees	Not Conducted	48
9.	Orientations and Summer Programs		
	A. NMSU Orientation High School Attendees	51	307
	B. Orientations and Summer Programs, Science, Mathematics, Engineering, Conducted by All Institutions	18	85
	Attendees	350	1,787

Russel Kilgore
Program Director

Appendix 22b